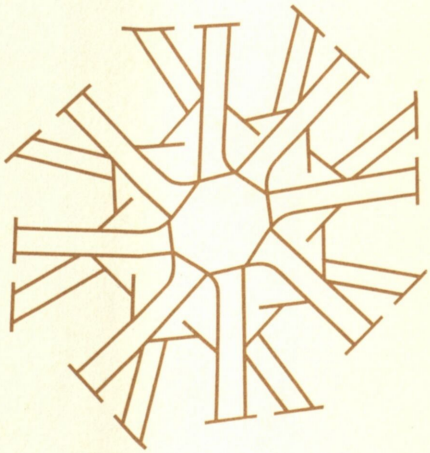
1969

Kenyon College Catalog 1969-1970

KENYON COLLEGE • GAMBIER, OHIO • CATALOG 1969-1970

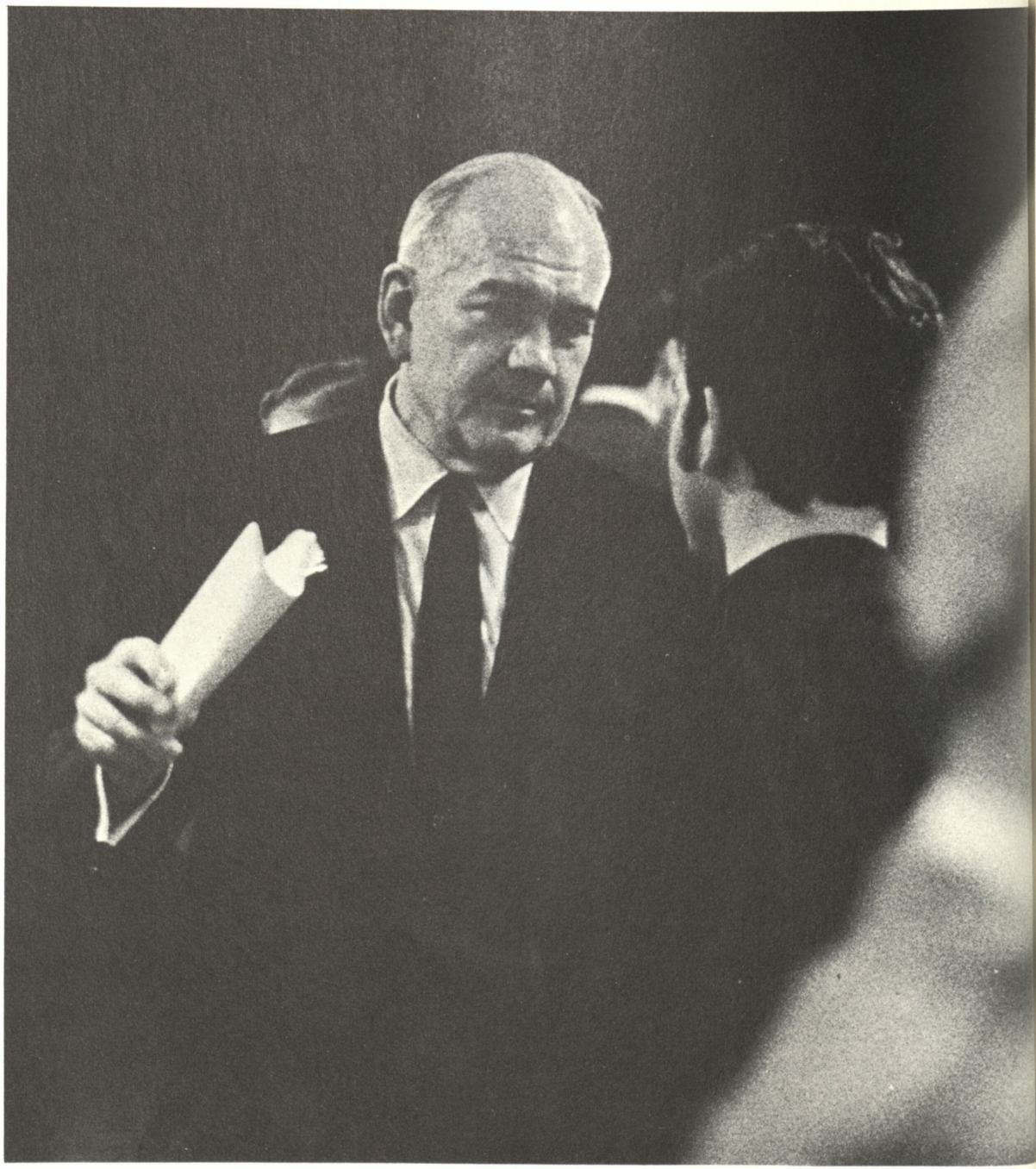


KENYON COLLEGE

CONTENTS

PRELUDE

The Kenyon Experience: "A special kind of liberal education. . . ."



William G. Caples
President
Kenyon College

COMMITMENT

Kenyon College is an educational institution where the individual student and the teacher are respected. The objective for which we strive in teaching is an interplay between student and teacher whereby they jointly explore a field of learning to achieve maximum understanding of the subject.

It is our belief that most young people at eighteen years of age have not had the opportunity to explore the various fields of learning, the academic disciplines, to the extent necessary to allow them a full, free choice in exercising the many options open to them in selecting a field in which to devote their life effort. In a student's four years here, we use a flexible curriculum to allow the maximum exploration of the variety of fields of learning in the arts, humanities, and sciences, and the interrelationships of these fields of learning. It is our belief that from this exploration will come the knowledge from which one can make a meaningful decision regarding the direction his life will take. When the decision requires further formal education, we endeavor to prepare the student for the graduate school of his chosen vocation. Some 80% of our graduates go on to graduate and professional schools.

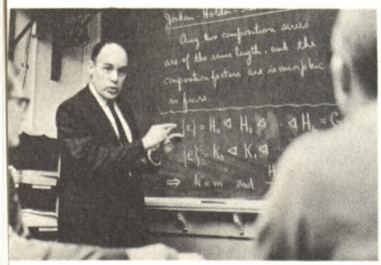
Kenyon's method of education has successfully produced individuals who have had distinguished careers in law, medicine, teaching, politics, the arts, both performing and graphic, the military, the ministry, engineering, and business.

WILLIAM G. CAPLES, *President*

LIBERAL ARTS

The best of our liberal arts colleges have always been primarily concerned to develop a critical sense of balance in their members so that they are able to cope with changing circumstances and differing demands. Because they were not committed to the dogma of either the one view or the other, they have been able to move and change even as the world to which they address themselves has moved and changed. So long as they have been certain of their essential function, they have not feared movement nor have they shrunk from change. Indeed, they have welcomed the challenge of the new and unfamiliar whenever these have held promise of enabling them to do better what it is they set themselves to do.

BRUCE HAYWOOD, *Provost*



Much of what we read today is about change, and changes are taking place on every campus. Whether they are good or bad is a matter of personal judgment that only time will prove, but at least there is movement, activity, and a willingness to evaluate. Researchers, faculty, administrators, and students are now seeking ways to improve the teaching and learning processes. The biggest educational revolution the world has seen is taking place right now. The positive thing about all this is that students, perhaps for the first time, are taking a responsible role, officially and unofficially, in helping to determine what changes should take place in their educational programs.

THOMAS J. EDWARDS, *Dean, Kenyon College*

The establishment of a new women's college provides a unique opportunity for students to take part in its development. They will need to be imaginative enough to create, intelligent enough to foresee problems, and mature enough to profit from mistakes. This is not a difficult assignment for the students of today, who are the most socially aware generation that the world has ever known. Their interest and expertise have been successful in bringing about many reforms. There are many ways of taking part in the life of a college, and not all ones that we ordinarily think of. So many kinds of participation are needed, each equally important, and it is the combination of all of them which will make a good college.

DORIS CROZIER, *Dean, Coordinate College*

COMMUNITY

The College, in the words of the preamble to the Matriculation Oath, is a "personal fellowship" which begins in a "particular community" in a specific place—right here, on this hill—and leads you later to belong to the literary community of the invisible commonwealth of letters: the "whole body of learned and studious men throughout the world bound together in one fraternity and engaged in one enterprise for the promotion of common ends." It is personal and individualistic, yet corporate and co-operative, intensely local and yet universal.

GERRIT H. ROELOFS, *Professor of English*

COORDINATE EDUCATION

I don't suppose I've ever really envisioned Mark Hopkins on one end of his famous log and a pretty girl on the other. But if I did, it wouldn't seem anything so awfully out of the way, would it? Why not? And to bring this feeling up to date today, what better way to give women these equal opportunities than to do so in connection with an established and truly fine educational institution for men; one with an excellent faculty and a welcome for all those fortunate young women privileged to enter? In other words, what better place than Kenyon?

MRS. HAROLD D. HODGKINSON, *Trustee*

THE KENYON EXPERIENCE

I.

THE KENYON EXPERIENCE

COMMITMENT Kenyon's capacity for growth became clear soon after the College was first chartered in 1824. It was the wish of its founder, Bishop Philander Chase, to build in the Ohio wilderness a college where young men would be trained for the ministry. The Bishop's text for a sermon delivered in 1826 expresses well his intent: "the wilderness and the solitary place shall be glad for them. . . ." The institution was first named the Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio. Yet because of foresight, Kenyon did not remain educationally or geographically provincial.

It soon became apparent to Bishop Chase that before men could be trained for the church they must be educated. So the College, named after Lord Kenyon, its principal benefactor, admitted its first undergraduates in 1825. From 1839 to 1968 the College and its Divinity School, Bexley Hall, were separate institutions with their own faculties, though with the same President and Board of Trustees. Now Bexley Hall is no longer affiliated with Kenyon, but has moved to Rochester, New York, to join a center for theological studies. The College, however, continues a close association with the Episcopal Church.

The hilltop village of Gambier did not merely remain, in Chase's words, "a retreat of virtue in seclusion from the Vices of the World." It was only 40 miles from the newly established National Road and Ohio Canal; stage coaches from Mount Vernon, a city five miles to the west, provided connections with River and Lake Shipping. During the 1830's and 1840's, Kenyon educated some of the nation's leaders in all fields: David Davis, Stanley Matthews, Edwin Stanton, and President Rutherford B. Hayes. It was during this time that the College

possessed the largest library west of the Alleghenies. The 1850's brought to the campus such teachers as Hamilton Smith who invented the tintype photograph while a professor at Kenyon, and Francis Wharton who later became legal adviser to the State Department. Thus Kenyon has always been rural without being provincial—a unique atmosphere for study and discussion of traditional learning and contemporary affairs.

Throughout the nineteenth century, Kenyon remained a small institution with only a local reputation for excellence. Under William Foster Peirce, President from 1896 to 1937, the College rose to national prominence and experienced its greatest growth—enrollment increased tenfold. Most of the major buildings of the campus date from these years. The curriculum became that of a modern liberal arts college and major programs were established. During the Presidency of Gordon Keith Chalmers, 1937 to 1956, the honors curriculum was introduced and an extensive scholarship program was developed to attract first rate students. **The Kenyon Review,** established by John Crowe Ransom in 1937, won international acclaim; the "Kenyon Plan" developed into the present national Advanced Placement Program. From 1958 to 1968, under the Presidency of F. Edward Lund, the College engaged in extensive development of its facilities and resources. Most important among the new buildings is the Chalmers Memorial Library. The introduction of a revised curriculum, designed to meet the needs of today's students, marks the beginning of another era in Kenyon's life. Now the College plans further growth and changes to ensure that its program answers the rapidly altering demands of our age. With the opening of a coordinate college for women in September 1969, a new dimension is added to meet these demands.

Kenyon believes that the small college affords a special kind of liberal education and unique opportunities for growth. Traditionally, the small college has had the threefold purpose of developing as fully as possible the intellectual powers, the taste, and the moral judgment of its students. Kenyon has sought to further the development of the individual student through a program in which the emphasis is on learning rather than on being taught. By means of a concentrated curriculum, it has kept attention upon the fundamental principles of the most important and relevant studies. By setting high standards, it has challenged the best.

Kenyon's emphasis has been and remains centered upon individual development. The student's goals, his social and political choices, even his use of technical and material resources, all ultimately depend on values which are deter-

mined by his individual taste and judgment. The strength and soundness of this taste and judgment depend upon the extent of his acquaintance with human nature and human experience. Thus his development depends in large measure upon a continuing process of relating his special interests to the concerns of others, depends upon his awareness of others' points of view and depends upon a sense of common purpose.

THE LIBERAL ARTS

Kenyon has never been slow to adapt itself and its curriculum to changing patterns in higher education, or to changes in our world. Even before Harvard introduced modern languages to its program, Kenyon offered these to its students. The College's Honors Program is one of the oldest in the country and its system of comprehensive examinations has been widely copied. Recently it has introduced full major programs in art, drama, music, and religion, subjects often neglected or even scorned in men's colleges. It is no idle claim, then, when we say that Kenyon has been and continues to be a leader in liberal education.

Kenyon's academic program is designed to effect our idea of a liberal education. Our students are introduced to general areas of study through a system of guided electives; this ensures that everyone gains some breadth of understanding in the arts, humanities, social sciences, and natural sciences. The inquiry begun here prepares and interests our students in further investigation of these broad fields of study. It is our goal in part that this kind of interest does not end with education at Kenyon. This program of general studies is, however, carefully defined and limited so that the greater part of a student's time and energy may be devoted to his major program. Work in the major, we believe, offers the chief substance of a liberal education. Knowledge, taste, and judgment are primarily developed through thorough investigation of a particular discipline, not through a limited acquaintance with many disciplines. Each major program at Kenyon is defined as a coherent selection of courses in the major and in associated subjects, rather than a study of one discipline exclusively. Such a program leads our majors to think of their special subject in terms of related disciplines. The ability to use specific knowledge effectively depends on just such a comprehension of vital relationships. A student who can proceed from analysis to synthesis is better able to understand himself, others, and the world of ideas and things around him.

Our curriculum has no required courses of any kind. This assures the greatest possible flexibility for each student and permits him to design a schedule suited to his needs and interests. Each student is encouraged to proceed to advanced and independent work as rapidly as his ability and experience permit.

Kenyon's membership in the Great Lakes Colleges Association, a twelve-member group of liberal arts colleges in Ohio, Michigan, and Indiana, provides an opportunity for foreign study, for summer research, and for participation in unusual courses which the individual colleges could not support alone.

PARTICIPATION Kenyon prefers to remain a small college so that there can be a constant exchange of ideas. Students and teachers of one subject are in continual association with students and teachers of another. Discussion spreads from the classroom to the dormitories and dining rooms. And the Kenyon faculty do not restrict themselves to the classroom and laboratory. Traditionally, they have participated in every phase of campus life. They serve as advisors to social groups and other student organizations and thus demonstrate a willingness to take an active role in community affairs.

The constitution of campus organizations makes it clear that students are also encouraged and expected to participate in all areas of College life. The Preamble to the Constitution of the Campus Government begins:

> *Recognizing that the success of Campus Government depends upon continuing support from the entire campus, the President, Faculty, and Student Body have established this Constitution as an instrument designed (1) to support and forward the central aim of liberal education at Kenyon, (2) to provide for the orderly conduct of campus life, (3) to promote the welfare of all members and organizations of the College, (4) to encourage a sense of mature responsibility among undergraduates through active participation in the government of the College, and (5) to establish means through which students, Faculty, and administrative officers can express their views and better understand the opinions of others.*

So the Campus Senate, for example, the principal legislative body concerning extracurricular matters, is composed of students, faculty, and administrators. Students serve as well on such committees as the Judicial Board and the Board of Trustees' Committee on Student Affairs.

We view the role of student participation as a crucial one. The student body enjoys a wide latitude of self-determination in many areas and the College is interested in listening to and acting upon student opinion. This kind of participation is, of course, no less a part of the process of education than the academic program. In short, Kenyon retains the collegiate approach to education, by encouraging faculty, students, and staff to work together for the benefit of all. The student newspaper proves that differences of opinion are not uncommon. But divergent points of view can be healthy. Differences are solved and needed

changes are made, because the climate for dialogue is so much a Kenyon tradition. Student life here will continue to be an extension of the learning that takes place in the classroom.

COMMUNITY The beauty of Gambier and the unhurried atmosphere provide an ideal environment for the College community. Consider for a moment your first view of Kenyon and Gambier, whether from the apple orchards and cider mills to the east or from the uppermost vertebra of the "Bishop's Backbone" to the west: the Gothic mass of Chase Tower and the sharp spike of the bell tower of Old Kenyon standing in the midst of the rural countryside of Knox County. (One of our mathematicians has calculated that if Gambier were populated as densely as New York City, our population would be 25,000 instead of 2,000—including dogs and horses.) Gambier is located in central Ohio, fifty miles from Columbus, the state capital. Cleveland, Cincinnati, Toledo, and Pittsburgh are all less than a three hour drive from the campus, and most metropolitan centers, from New York to Chicago, are less than a one day drive. Interstate Highways 70 (east-west) and 71 (north-south) both interchange with Ohio Route 13 leading to Mount Vernon. Gambier is just five miles east of Mount Vernon on Route 229. Port Columbus International Airport, 40 miles south, and Cleveland Hopkins Airport, 90 miles north, are served by all major and connecting airlines. Eastern Greyhound Lines serves Mount Vernon with several daily runs both to Columbus and Cleveland. Taxi service is available from Mount Vernon to the College.

The students who join the Kenyon community come from about 36 states and several foreign countries. About 75 percent attended public secondary schools, 25 percent private. The academic qualifications are of exceptional quality. For the class of 1972, the average score for the Verbal part of the Scholastic Aptitude Tests is 607, the average score for Mathematics 627. Almost 20 percent of this class entered with Advanced Placement Credit. While at Kenyon, 30 percent of the students receive financial aid of some form. Their choice of major programs is an indication of their diversity of interests, as well as of the balanced curriculum and personnel: 30 percent major in the Humanities; 30 percent in the Natural Sciences; 30 percent in the Social Sciences. Each year, about 25 percent of the Senior class receive a degree with honors. After graduation, some 80 percent pursue graduate education. What these statistics formally attest to is the distinctive qualifications of each entering class and the continuing growth of Kenyon students during their four years in Gambier.

The quality of the faculty, its qualifications, and instructional methods, match that of the student body. At least 60 percent of the faculty members have

doctoral degrees, and many more with other graduate degrees. The primary consideration in recruitment and retention of the Kenyon faculty is excellent teaching. Faculty and students alike believe that the emphasis of an ideal education should be upon learning rather than on being taught. Thus there is a wide variety of faculty-student contact in lectures, laboratories, seminars, tutorials, non-credit courses, and informal discussions.

Along with its natural beauty, then, what also distinguishes the tone of the Kenyon community is a dedication to a continuing dialogue and a humane concern for and interest in each individual.

COORDINATE EDUCATION

To be a part of the creation of a new institution is truly an exhilarating experience. The Coordinate College for Women at Kenyon is just such an institution and its students will share in the development of its life style and traditions.

The distinctiveness of the architecture of the Commons and dormitories immediately sets it apart, establishing for the students a source of identity and pride. Here will be the focus of many of their extracurricular activities as they share in the excitement of deciding the essential questions about the character of their College. Its attractive location provides easy access to classroom buildings and other college facilities.

Men and women, participating in the same classes, will develop an understanding of and respect for each other's opinions. When they bring to bear their separate points of view on intellectual and aesthetic problems, an enrichment of the quality of education is bound to result.

While participating in the life of Kenyon in many areas, the women will at the same time have their own world with its special quality of life, furnishing a chance for their full development in myriad activities of their choice.

The women students will be proud to uphold the long-established tradition of intellectual excellence which Kenyon enjoys and will expect to add their own dimension to this tradition.

The ideal of community is an important one. In adding this College, Kenyon is introducing one more component which will complement and enrich all sectors of the Kenyon community.

STUDENT LIFE AND SERVICES

II.

STUDENT LIFE AND SERVICES

Those who know Kenyon will agree that there is no typical Kenyon student. Diversity is desirable—Kenyon does not have a stereotyped student culture. So the number and variety of our extracurricular activities are impressive. Organizations vary from the Gilbert and Sullivan Society, to the Hockey Club, to the Student Self-Help Committee. Student organizations are self-sustaining and students are in charge of staffing, financing, scheduling, and other administrative details. Kenyon's extracurricular program makes a complete campus life, with something to fulfill every interest. And the entire spectrum of activities significantly complements the self-awareness and development initiated in the classroom.

CAMPUS GOVERNMENT

Through the Constitution of the College, the Trustees entrust to the President and the faculty the authority and responsibility for the students' academic and extracurricular life. Campus Government, therefore, is the necessary delegation of authority by the President and Faculty to various individuals, committees, and organizations of that government.

The *Student Council* is the official body for student discussion, organization, and action. Every registered student of the College is represented on the Council and is entitled to be heard by it. It is the official function of the Council, then, to formulate and express student views concerning the affairs of the College community; to initiate specific proposals which will promote the welfare of the College, its student body, and organizations; to assist and supervise the effective functioning of student activities, enterprises, organizations, and social events; and

to exercise surveillance over the traditions of student life at Kenyon and to promote within the College the maintenance of those traditions which are of value. The *Campus Senate,* which consists of student, faculty, and administration members, is the principal legislative body of Campus Government. Its functions are as follows: to legislate rules necessary for the regulation of student life and to interpret existing non-academic rules and policies; to consider any problem of general concern within the College and refer it for appropriate action to the individuals or organizations having direct jurisdiction over such matters; and to serve as an effective means of communication between students, faculty, and administrative officers. The *Judicial Board,* composed of faculty and students, is designed to protect each student from unreasonable action by the College and, conversely, to protect the community from inordinate behavior by the student. The Dean has initial jurisdiction in all cases of rule violations, but provision is made for jurisdiction to be transferred to the Board if it is the wish either of the student or the Dean. Judgment and recommendation by the Board is final, subject only to further consideration by the President of the College. Rights of due process are guaranteed to all students.

SOCIAL LIFE Each student has the opportunity to live his social life according to his desires and inclinations. The *Social Committee* of the Student Council is responsible for a full, campus-wide schedule of presentations; each semester it sponsors a variety of events, including concerts by popular artists, dances, and mixers with other colleges. The *Freshman Council* and other groups also organize social events.

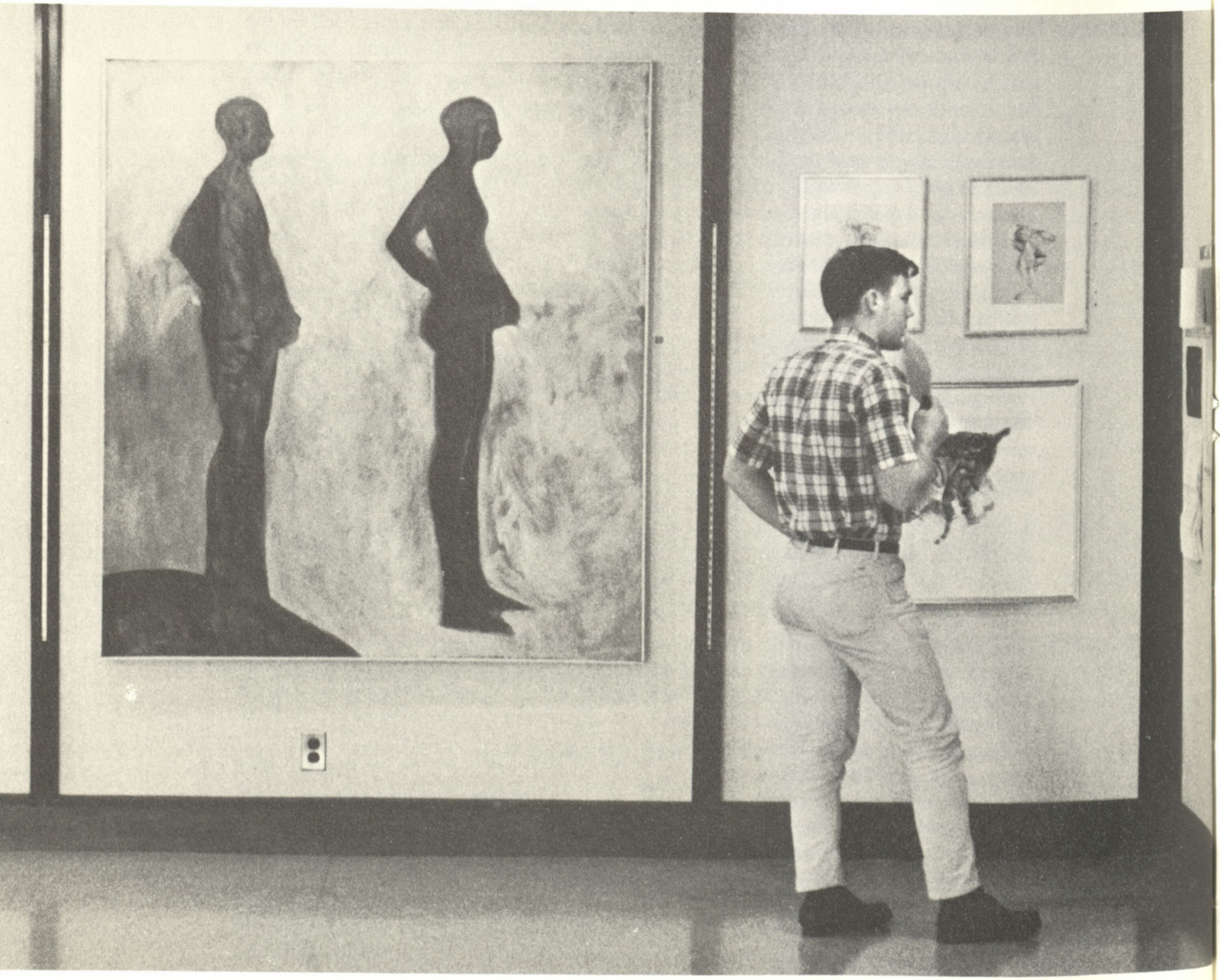
Many students—about 65%—join one of the eight national or three local fraternities. (Those who do not join are by no means at a loss for social activities and the Middle Kenyon Association is a voluntary organization open to all students who do not affiliate with a fraternity.) The fraternity rushing program is designed to guarantee that each freshman has an opportunity to become acquainted with all the fraternities so that his decision whether or not to accept a bid can be made with wisdom and confidence. The practice of housing several fraternity groups in the same dormitory serves simultaneously to promote close friendship between men of different fraternities and to permit an individual to live with men of his choice. The *Interfraternity Council* is composed of the presidents of the eleven fraternities; it coordinates the activities of the fraternities, promotes a sense of purpose and achievement which is consistent with the aims of the College community, and drafts legislation concerning rushing, pledge training, and initiation.

PUBLICATIONS Student publications and radio station WKCO are regulated and supervised by the *Publications Board.* The Board is composed of members of the faculty, administration, editors of publications, and the manager of the radio station. The major functions of the Board are advising editors and managers, setting high standards of editorial policy, and appointing the editors and business managers of the student publications and the manager of WKCO. *The Kenyon Collegian* is the College newspaper, published weekly. All students are invited to work on the paper in whatever department they wish: news, features, sports, business, advertising, or circulation. *Reveille,* the College yearbook, is published annually by the Junior Class and is distributed during the latter part of May. *Hika* is the College literary magazine, published quarterly. Its purpose is to stimulate creative writing on campus by printing short stories, poetry, essays, and art work. The traditional strength of creative writing at Kenyon is fostered as well by such awards as the George Gund Essay Prize and the John Crowe Ransom and Robert Frost Poetry Prizes. A magazine of critical intellectual studies by members of the Kenyon Community, *Perspective,* is published three times a year in conjunction with noted writers not members of the College. Each issue deals with a topic of contemporary relevance such as civil disobedience or existential thought.

WKCO is a closed circuit radio station which broadcasts solely to the Kenyon Campus at 580 on the AM dial. The station is staffed and operated entirely by students. Members of the WKCO staff are introduced to all phases of radio work, including news, sports, publicity, advertising, and programming. In addition, there are positions available for writers, technicians, and disk jockeys.

THE ARTS The *Dramatic Club* makes available to all students the opportunity to take part in any of the varied activities connected with theatrical productions. To become a member of the Dramatic Club, a student must earn a specified number of credits through his participation in one or more of the several departments of production: acting, scenery design and construction, lighting, promotion, etc. Special achievement and continued service is recognized by election to the *Hill Players.* The Club produces several major plays each season and sponsors a flexible and varied program of student productions of standard and original works. One of the dramatic highlights each year is the awarding of the Paul Newman Trophy. The gift of Paul Newman of the Class of 1949, this prize is given annually to the student who has given the most successful and skillful performance in an acting role.

The *Debate Society* provides an opportunity for students to participate in an extensive program of intercollegiate debates. In recent years, Kenyon debaters have challenged more than seventy-five colleges in various tournaments held



throughout the country. The Society also sponsors an annual state-wide high school tournament.

There are many active musical organizations on Campus. The *College Choir* sings at services in Kenyon's Church of the Holy Spirit and in neighboring churches. The voices of the *Kenyon Singers,* the College Glee Club, are heard in Ohio and on tours throughout the United States and Europe. Occasionally, the Singers offer a combined concert with a choral group from another college. The *Chasers* and *Kokosingers* are smaller vocal groups which offer programs of traditional and recent favorites in Gambier and on tour. For those interested in instrumental music there are several ensembles: the *Brass Choir,* the *Woodwinds,* and the *String Ensemble.* Qualified students are invited to become members of the *Knox County Symphony.* During the academic year the College presents a series of instrumental and vocal concerts by visiting artists and groups. In addition, the *Mount Vernon Concert Association* and the *Knox County Symphony Association* present several concerts each year.

The *Kenyon Film Board* has the responsibility of making available to the Campus community a series of films of the highest artistic, dramatic, and educational quality. Films are shown each weekend in Rosse Hall by an announced schedule. Each spring the Board co-sponsors the *Kenyon Film-Makers Festival,* which attracts entries from all areas of the country. The *Kenyon Film-Makers Workshop* is organized to encourage and promote film-making on campus; this is a unique opportunity because of the basic unity among the various fields of artistic expression which is prevalent at Kenyon. Through the *Kenyon Photographic Association,* students have access to a well equipped darkroom, with facilities for developing, printing, and enlarging pictures.

PROGRAMS The purpose of the *Students' Lectureships Group* is to coordinate the activities of the *Kenyon International Relations Club,* the *Kenyon Symposium,* and the *Kenyon Christian Fellowship* and to sponsor lectures of its own. The International Relations Club and its programs are prompted by an interest in foreign affairs and contemporary political issues. The Symposium presents lectures of a technical nature on philosophic, literary, and social issues which are followed by questions and discussion. The Christian Fellowship, which is nondenominational, hopes to incite a stimulating awareness of the religious perspective on current political, economic, social, and intellectual issues.

SERVICE ORGANIZATIONS

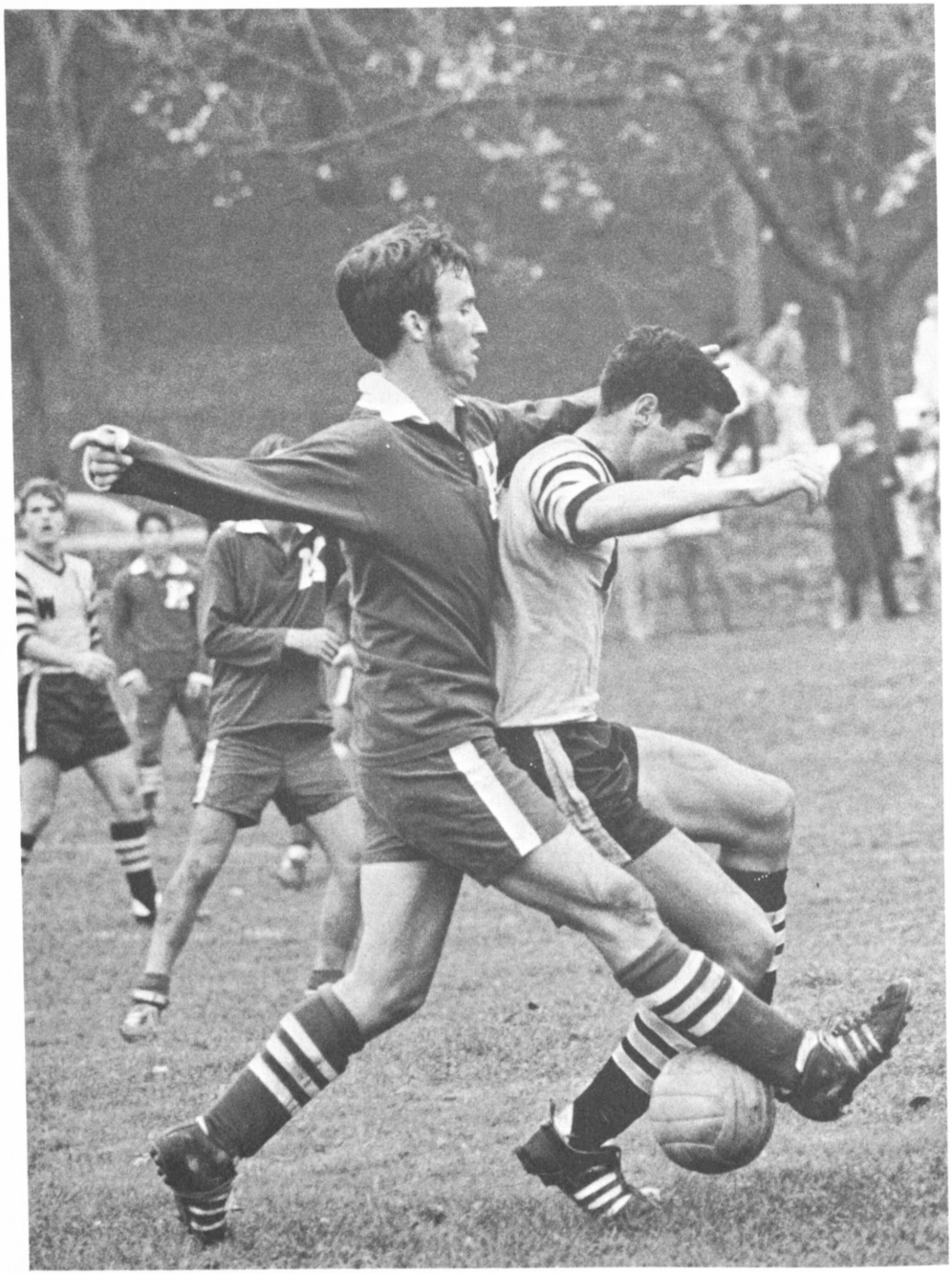
The *Chase Society* is an honorary service organization of freshmen and sophomores whose primary purpose is to promote various College activities. Its members sponsor an annual Christmas Party as a benefit for the Knox County Orphans Home. They also serve as campus guides, ushers, and marshals. This Society edits the *Student Handbook,* with the assistance of the Dean. The *Circle K Club* is a group sponsored by the Kiwanis Club of Mount Vernon. The Club develops its own program based on the needs and opportunities of the community. Service projects include a tutoring program, assisting Peace Corps representatives, and spending Saturday afternoons with retarded children at Mount Vernon State Hospital. The *Community Services Project* is an organization that attempts to channel the constructive energies of any student into that area in which they will be most beneficial. Programs include tutoring local school children, swimming lessons for retarded children, and aiding the Knox County Head Start Program.

ATHLETICS

Kenyon is a member of the National Collegiate Athletic Association and a charter member of the 14-college Ohio Athletic Conference. There are ten varsity sports: football, soccer, basketball, swimming, wrestling, baseball, lacrosse, tennis, golf, and indoor and outdoor track. The Athletic Department also lends its support to the hockey and ski clubs. Freshmen may compete in varsity sports. Letters, numerals, jackets are awarded to members of varsity teams who qualify. In order to be fully eligible to play in a varsity sport, a student must meet the grade requirements established by the Faculty Committee on Academic Regulations. General athletic policies are determined by the Faculty Committee on Athletics. Kenyon believes that varsity sports should be played competitively by a large segment of the student body, and for the benefit and enjoyment of the community. Nearly 40 percent of the student body participate in varsity athletics.

The Kenyon Klan is an association of varsity athletes who have lettered for at least two seasons in a varsity sport and who have maintained good academic standing. The Klan's interests are threefold: to support the athletic program with gifts of needed equipment; to aid in the search for able students who can be an addition to the College's athletic program; to volunteer for projects of general community interest.

Kenyon has an extensive program of intramural sports organized for competition among upperclass divisions and the freshmen dormitories. The Department of Physical Education supervises games in which nearly every undergraduate participates. These include touch football, volleyball, badminton, basketball, tennis, swimming, track, ping-pong and pool. A trophy is awarded to the winning division in each event, and the Intramural Cup is awarded to the division which scores the most points in the intramural programs throughout the year.



RELIGION The services in the Church of the Holy Spirit, the College chapel, are open to all, and students are cordially welcomed. Music is provided by the College Choir, and there are opportunities for students to assist as servers and ushers. Catholic, Jewish, and Friends services are held on campus, and there is a Methodist Church in Gambier. Other denominations have churches in Mount Vernon.

GUIDANCE AND COUNSELING Freshmen are required at the opening of the fall semester to attend a series of lectures given under the supervision of the Deans of Students. The President, the Provost, the Chaplain, the Deans, the Director of Athletics, and several members of the faculty inform the freshmen about the history of the College, the curriculum, study habits, and the social and academic life of the College. The Freshmen Orientation Program begins before the date set for the registration of sophomores and upperclassmen.

A clinical psychologist is available by appointment to any student who feels he is in need of help and guidance with personal or academic problems. In addition, the Provost, the Deans of Students, and the Chaplain are always available for consultation on academic, social, or personal problems.

On the basis of a student's special interest, freshmen and sophomores are assigned both faculty advisers and upperclass advisers to assist them in their choice of courses and other matters. Juniors and seniors are advised by the chairman of the department in which they are majoring. Students are encouraged to consult with their advisers regularly.

Kenyon College maintains a placement office as a service to students and alumni who may call upon the office for assistance with employment problems. Prospective employers are provided with information concerning a student's educational and employment background through this office. Students are encouraged to use the vocational materials made available to them.

Representatives of business, industry, and educational institutions visit the College to interview students for their organizations, and seniors are urged to use the services of this office to achieve their vocational goals.

STUDENT HEALTH PROGRAM

The aim of the Student Health Program is to help each student make full and wise use of his physical and mental capacities. Although the Health Program's major responsibility is medical service, the staff is equally concerned about the emotional and environmental health of all students. Emphasis is placed upon preventive medicine and the maintenance of good health. Student health is thus viewed as a means to an end, and every effort is made to have the Health Program become an integral part of the College's total educational program.

The College Physician is the chief health officer of the College, and all services are under his administration and supervision. His practice stresses outpatient medical care. The College Physician will see students at the Health Center for individual consultation six mornings and five evenings each week at announced hours. Except in emergencies, students who are ill or injured should plan their schedule to see him then. During the hours from 8:00 P.M. to 8:00 A.M., the College Physician should be called directly in case of emergencies. "Room calls" for students sick in dormitories or who cannot attend clinic hours at the Student Health Service, will be made by the College Physician. Meals will be catered to sick students in their rooms.

A building located adjacent to the Women's College and Kenyon freshman dormitories is available to students for emergency and routine treatment. An individual record is kept here on each student, including his medical examination form and a history of all medical treatments. A registered nurse is on duty at the Health Service from 8:00 A.M. to 8:00 P.M. each day the College is in session. Students who are more seriously ill are sent immediately, under the care of the College Physician, to a hospital in Mount Vernon, Ohio, that is fully accredited by the American Hospital Association.

The Student Health Program includes an *Accident and Sickness Insurance Plan* that is designed to supplement the campus health services. This insurance provides for the payment of hospital and medical expenses, up to specified limits, arising from accident or sickness at the College or elsewhere during the entire calendar year. Although the College assumes no liabilities or responsibility for any injury or accident which a student may incur in any athletic participation, the insurance program is designed to provide for athletic injury expenses up to an aggregate limit of $10,000. All varsity athletes must be covered by the College's insurance plan.

The College reserves the right to request the College Physician to examine any student at any time.

The College Physician is James V. Kennedy, M.D., of Mount Vernon, and John C. Drake, M.D., of Mount Vernon is Consultant in Traumatic Surgery.

STUDENT RESPONSIBILITIES

The objectives of Kenyon College include the development of maturity in moral and social behavior, as well as the cultivation of intellectual excellence. A substantial amount of personal freedom for the individual is therefore necessary if he is to understand and accept the responsibilities of mature attitudes and conduct. Kenyon's concern for the conduct of each student arises initially from our concern for him as an individual, but is reinforced because of the influence he has upon others. The patterns of student attitudes and conduct have even more far-reaching implications, however, when one remembers that the students determine the character of the entire College community. In this spirit, then, restrictions and regulations have been kept at a minimum, consistent with the welfare of the individual and the community. Responsible behavior is set forth as a challenge and as an opportunity. We expect our students to make mature judgments and assume responsibility for their actions, individually and collectively. Yet the College does reserve the right to dismiss or to refuse to enroll any student when it believes that the best interests of the College or the student require it.

The *Student Handbook* is the official source of information in regard to rules and regulations.

ADMISSIONS

Chalmers Memorial Library

III.

ADMISSIONS

The increasing numbers of college applicants and the accompanying pressures upon secondary school seniors have made the selection process for each entering class even more crucial. Like other institutions of its quality and size, Kenyon College never ceases to ask itself, "What kind of individual do we seek?" A good deal of the answer to this question is suggested by the qualities of the current student body and Kenyon's graduates. The Kenyon student is many things. He comes from greatly diversified backgrounds and has greatly diversified interests and talents. And though there is not and should not be a stereotyped Kenyon student, our students do share certain distinct characteristics in common. Each Kenyon student is, in his own way, a self-directed, curious, and responsive individual. His accomplishments and potentials are more than academic ones. He demonstrates the trust, respect for others, and initiative necessary to make him a vitally participating member in the endeavors of the College community. Thus the Kenyon student is many things, and yet one who shares common goals and aspirations.

The search for Kenyon students is a most painstaking process. The process usually begins with the visitation by admissions representatives and alumni to secondary schools throughout the country. College representatives talk with students, parents, and guidance counselors. Once a student has made a complete application, his folder is read, discussed, and assessed by at least five members of the College Admissions Committee. Campus visitation, with attendance at classes and personal interviews with students, faculty, and admissions representatives is especially encouraged, though not required. Every means of discovering all of an applicant's qualifications is explored.

Consequently, the criteria for selection can include more than the bare statistics of transcripts and College Board Test scores, more than letters of recommendation. Equally important questions are asked. What evidence, other than

records of academic achievement, is there that an applicant will fulfill himself in all ways at Kenyon? What evidence of leadership abilities, diverse motivations and extracurricular interests and talents which will enhance as well as continue to be developed in the life of the College community? In the last several years, beside being Merit Scholars and top-flight athletes, applicants have demonstrated other unusual achievements: a county chairman of a charity drive; a state president of Junior Achievement; a director of a large urban tutoring program. Kenyon offers a special kind of liberal education. We feel that each freshman class is a proud confirmation of this tradition.

ADMISSION TO THE COLLEGE

Formal application for admission to Kenyon may be made after a student completes his junior year of secondary-school work. The Admissions Office will supply application forms upon request. The application should be completed by the student and returned to the Admissions Office along with the $15.00 fee. The Admissions Office will also supply a transcript form which the applicant should present to his secondary school for completion. The transcript will be returned to the Admissions Office by the school. The deadline for the filing of all application forms is March 1 of the senior year.

All candidates for admission are required to take the College Entrance Examination Board Scholastic Aptitude Test and three Achievement Tests. English Composition must be one of the Achievement Tests taken. The SAT's should be taken no later than January of the senior year while the Achievement Tests should be completed by March of that year. The candidate is responsible for requesting his scores be forwarded to Kenyon by Educational Testing Service.

Applicants are urged to visit the campus while the college is in session for an interview with a representative of the Admissions Office. Appointments may be made by writing or calling the Admissions Office at least two days prior to the anticipated visit. The Admissions Office will provide a guide to direct prospective students and families about the campus.

The Admissions Office, located in Ransom Hall, is open Monday through Friday from 8:30 A.M. to 4:30 P.M. and until 12:00 noon on Saturday. The summer office hours are from 9:00 A.M. until 4:00 P.M., Monday through Friday. Overnight accommodations are available at the Alumni House (guest house) by reservation.

Provisional acceptance is granted by the Faculty Committee on Admissions to those qualifying students who have completed three and one-half years of secondary school. Students qualifying for Early Decision may be granted admis-

sion by the Committee after three years of secondary school. Acceptance in all cases is made final only by satisfactory completion of the secondary school curriculum.

All correspondence regarding admission to Kenyon should be addressed to:

Director of Admissions
Kenyon College
Gambier, Ohio 43022

REQUIREMENTS FOR ADMISSION: The Faculty Committee on Admissions will consider an applicant for admission if he presents the following:

1. Evidence that he will graduate with fifteen units of work in a college preparatory program. The fifteen units will include at least four in English, two in mathematics, two in a foreign language, two in science, and two in social studies. An applicant presenting a program of fifteen units showing a different distribution of subjects will be considered if his record is markedly superior.

2. Recommendations from school officials, guidance counselors, and teachers.

3. Evidence of a scholarly attitude and the ability to perform successfully at Kenyon as indicated by secondary school performance, results of the College Board Scholastic Aptitude Test, and results of College Board Achievement Tests.

4. A certificate of health. The Admissions Office will forward to the accepted candidate a health form to be completed by a physician. No student may enroll at the College until the completed form is received by the Admissions Office.

EARLY DECISION The Early Decision plan is an alternative to the regular admissions procedure available to those superior students who do not wish to make multiple applications. A candidate for this program must file his credentials with the Admissions Office no later than November 1 of the senior year. The candidate must agree not to apply elsewhere before December 1.

Candidates applying under the Early Decision plan will be notified by December 1. All students accepted under Early Decision are required to make a non-refundable deposit of $200 to cover the $100 acceptance fee and the $100

room reservation fee (required of all entering students) within four weeks of their notification of acceptance

TRANSFER FROM OTHER COLLEGES

Only those students are eligible for admission by transfer whose records satisfy the entrance requirements of Kenyon College, and whose college courses and grades satisfy substantially the requirements imposed by the curriculum of Kenyon.

Transfer applicants will be considered after the following credentials have been received:

1. Complete transcript of secondary-school work.
2. Official transcript of college record.
3. Clearance form completed by Dean of Students of previous institution.

Only liberal arts subjects in which the applicant has received a grade of C or better will be accepted for transfer credit.

A transcript reporting final grades of all college work previously attempted must be filed with the Admissions Office before acceptance is granted.

ADVANCED PLACEMENT

Students admitted to Kenyon College who have taken college-level courses, or their equivalent, in preparatory or high schools, and have achieved a grade of 4 or 5 on the CEEB Advanced Placement examination customarily receive one unit (one year) course credit. Grades of 3 are frequently given credit, and a grade of 2 is sometimes honored, but a grade of 1 is not.

Advanced Placement examinations for students who have taken college-level courses and who wish to be considered for advanced placement or credit are offered in May, through the candidate's secondary school.

The primary advantage of the Advanced Placement program is that a student can enter a departmental major program earlier in his college career, and may satisfy all of the A.B. requirements by the end of his third year, including a departmental Honors program. Enrichment and intensive work in the major field are urged upon all students entering with advanced placement. Therefore, a student entering with one or two units of Advanced Placement is encouraged to declare his major at the earliest possible time so that he will be able to do an enriched program of Honors work or complete his graduation requirements within a three-year period.

EXPENSES AND STUDENT AID

IV.

EXPENSES AND STUDENT AID

COLLEGIATE FEES AND CHARGES

TUITION: For the academic year 1969–70 tuition will be $1,000 each semester.

EXTRA COURSE CHARGE: For students carrying courses in excess of the normal load, the charge per extra course is $250 for each semester.

TUITION FOR SPECIAL STUDENTS: For students carrying less than three courses the charge is $250 per course for each semester. For those courses requiring laboratory work, an additional fee of $10 per course is charged. The maximum load for such a student is two courses per semester. The tuition charge for students carrying three courses or more is the regular semester charge.

GENERAL FEE: $65 per semester, applicable to all students. This fee covers all charges for student activities, athletics, and social events except those sponsored by the Air Force Reserve Officers' Training Corps.

STUDENT AUTOMOBILE PERMIT FEE: $10 per semester, applicable to all students having automobiles on campus.

ORIENTATION FEE: A fee of $20 is charged incoming Freshmen for the orientation program. This is non-refundable.

APPLICATION FEE: A fee of $15 is charged for initial application. This is non-refundable.

LABORATORY FEE: There shall be charged an amount of $10 for each laboratory course per semester.

TRANSCRIPT FEE: There is no charge for initial transcript of grades; however, each subsequent transcript furnished the student will cost $1.

GRADUATION: $15 to be paid at the beginning of the semester preceding graduation. This fee includes cost of diploma and rental of the bachelor's cap, gown, and hood.

LATE REGISTRATION AND OVERCUTTING: There is a penalty of $10 for registering after Registration Day, and a penalty of $25 for any student not in residence on the first day of classes in any college session or the last day before a college vacation.

HEALTH SERVICE FEE: $85. (See Student Health Program, page 31.)

SPECIAL EXAMINATION FEE: $10 for each examination.

BOOKSHOP DEPOSIT: An advance deposit of $150 ordinarily is made for the purchase of books and supplies, unless the student indicates he desires to purchase for cash. Any unused balance of deposit will be refunded upon graduation or withdrawal of the student.

AIR FORCE R.O.T.C. UNIFORM DEPOSIT: Student members of the Air Force R.O.T.C. are required to make a Uniform Deposit of $25 at the start of the course. Against this deposit are charged cost of lost or destroyed items of equipment and any other charges assessed by the Unit. Any balance remaining at the end of the course is refunded to the student.

GENERAL REPLACEMENT: From each resident at Gund, Lewis, Norton, Watson, Farr, Bushnell Halls, all women's dormitories, and any independent student housed within a division, a $10 deposit is required. This deposit will be returned in whole or in part, depending upon the amount of damage, at the end of the college fiscal year. The purpose of this deposit is to defray expense incurred from unexpected or unusual maintenance and repair arising from student occupancy.

LIVING EXPENSES MEN STUDENTS

DORMITORY RENTALS: Rentals in the men's College dormitories per semester are:

Triple Occupancy	$200.00 per student
Double Occupancy	$225.00 per student
Single Occupancy	$275.00 per student
Farr Hall—Single (Private bath)	$325.00 per student
or if used as double	$262.50 per student
Single (semi-private bath)	$312.50 per student

BOARD CHARGE: $305.00 per semester.

COMMONS CHARGE: $10.00 per semester for all men students. This fee covers use of the common rooms of Peirce Hall.

LIVING EXPENSES WOMEN STUDENTS

DORMITORY RENTALS: Rentals in the women's College dormitories per semester are:

Double Occupancy	$262.50 per student
Single Occupancy	$300.00 per student

BOARD CHARGE: $305.00 per semester.

COMMONS CHARGE: $25 per semester for all women students. This fee covers use of facilities of the Dining Commons other than dining.

All resident students eat in College dining halls. Dormitories are closed during the vacations.

PAYMENTS

ENTERING STUDENTS: A candidate for admission is charged a fee of $15 for initial application. Upon notification that he has been admitted to Kenyon College, the candidate must return with his acceptance a nonrefundable advance payment of $150 which will be credited in full on his bill for the first semester.

ALL STUDENTS: A statement of account will be sent to individuals responsible for payment, student or parent, before the beginning of each semester. All charges assessed by the College (tuition and fees, room and board) are due and payable at the beginning of each semester, before completion of registration, and before admittance to classes.

In accordance with rules established by the Board of Trustees, an additional fee of 4% of the amount remaining unpaid at the close of business on the day on which it is due will be added to the balance of any account not paid when due. In addition, any student whose bill is 30 days past due may be suspended from all college privileges until payment has been made.

SCHEDULE OF PAYMENTS

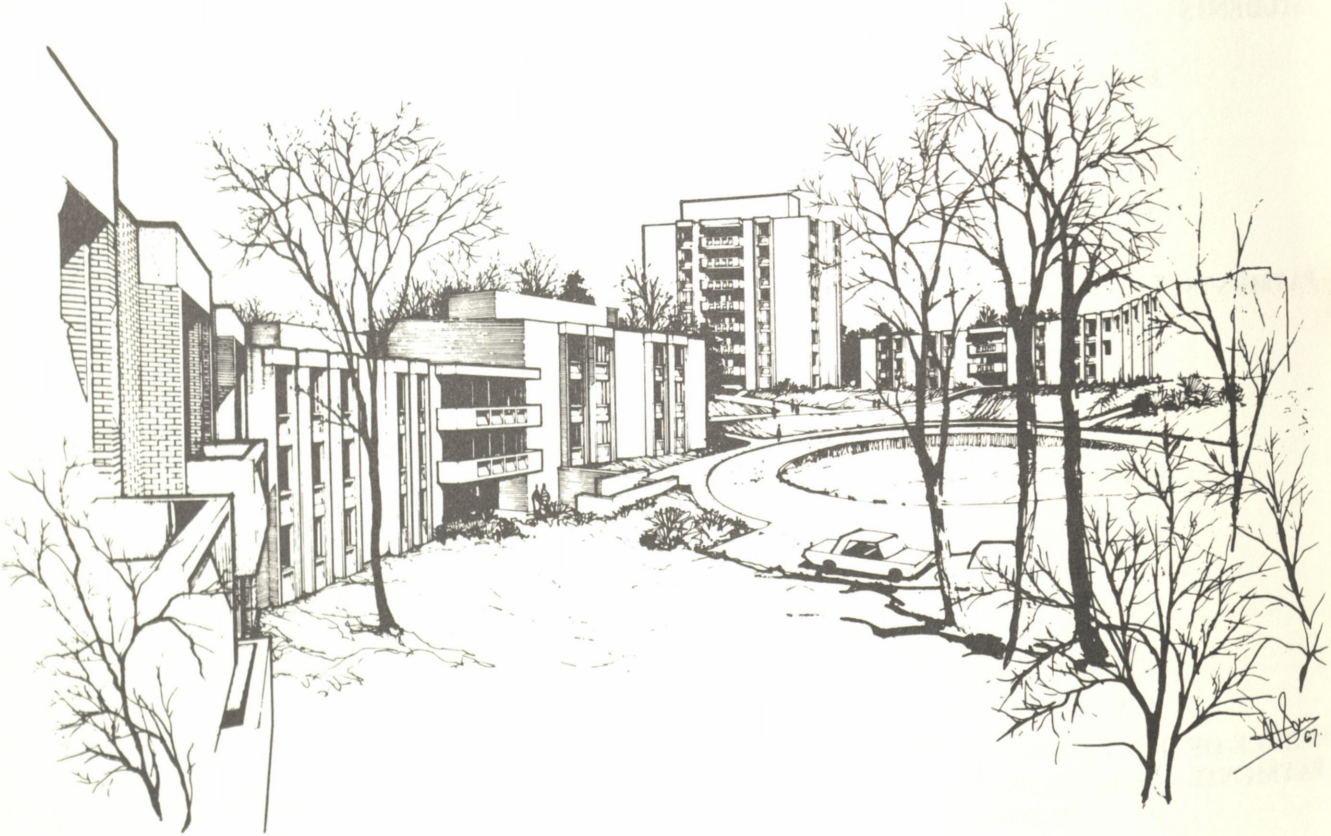
FOR FRESHMEN ONLY:

On application (non-refundable)	$ 15.00
On acceptance (non-refundable) (not later than May 15)	150.00

FOR ALL STUDENTS:

	Men	*Women*
On or before August 22, 1969	$ 1840.00	$ 1892.00

Advance payment for first semester includes Tuition, General Fee, Health Service Fee, Commons, Room (double), Student Insurance, and Book Deposit.



Coordinate College
Dormitory

On or before January 2, 1970	$ 1605.00	$ 1657.50

Advance payment for second semester includes Tuition, General Fee, Commons, Room (double), *plus additional fees and miscellaneous charges incurred from first semester.*

Any additional charges incurred from the second semester are due and payable before graduation for Seniors; all other students' charges are due and payable upon receipt of statement.

Students and parents are urged to familiarize themselves with the above schedule and make payments promptly.

SCHOLARSHIPS AND STUDENT AID Any student receiving financial assistance may apply up to one-half of such assistance to each semester against the required fees and charges. Loans in limited amounts are available from Kenyon College Loan Funds.

PARTIAL PAYMENT PLANS Some parents may prefer to pay tuition and other fees in equal monthly installments during the year. The College is happy to offer this convenience through the facilities of The Tuition Plan, Inc., and Education Funds, Inc., at an additional cost. Upon request, detailed description of the plans will be forwarded, together with necessary application forms. Arrangements should be completed at least 30 days before the date of registration.

GENERAL STATEMENTS All students admitted to Kenyon College and permitted to register with postponement of payment of any of the designated fees and charges because of guarantee of payment thereof by any person or agency, governmental or otherwise, are so admitted and permitted to register under the express stipulation that if, for any reason, such person should not pay any portion of the student's account, the student and/or his parent or guardian are liable for this payment of all such proper fees and charges. *The total fees and charges for a resident student for two semesters, exclusive of non-recurring and voluntary charges, laboratory fees, are as follows:*

	1969–70	
	Men	*Women*
Tuition	$ 2000.00	$ 2000.00
General Fee	130.00	130.00
Board	610.00	610.00
Commons	20.00	50.00
Dormitory Room (approximate average)	450.00	525.00
Health Fee	85.00	85.00
Bookshop Deposit (optional)	150.00	150.00
	$ 3445.00	$ 3550.00

ALL FEES AND CHARGES ARE SUBJECT TO CHANGE AT ANY TIME BY THE BOARD OF TRUSTEES.

A student who wishes to transfer his credits to another institution or to withdraw from the College must pay in full all his indebtedness to Kenyon College, including all amounts borrowed, before a transcript of his record will be issued or his release granted. Grades are not released until all payments are made.

REFUND POLICY

The Board of Trustees of Kenyon College in 1947 adopted the following policy with regard to refund of tuition and other charges. During the first five weeks of actual attendance in Kenyon College, from the date of enrollment, charges are made in accordance with the following schedule. This schedule applies only to the tuition charge. The general fee and other fees and book charges are not refundable.

Period of actual attendance in Kenyon College from date of enrollment	*Per cent of tuition charged*
One week or less	20%
Between one and two weeks	20%
Between two and three weeks	40%
Between three and four weeks	60%
Between four and five weeks	80%
Over five weeks	100%

The following rule governs Commons rebates:

Rebates on payments for board at the College Commons are made only in case of withdrawal from Kenyon College or of absence because of illness for six or more consecutive weeks. Application for rebate must be made before the end of the semester during which the withdrawal or absence occurs. If a refund is necessary, the charges for Commons meals will be prorated on a weekly basis.

The following rule governs refunds for dormitory room rental:

There shall be no refund of dormitory room rent for the semester, except in the case of a student withdrawing from the College because of serious illness. Such a student shall be charged 10% of the amount due for the period during which the room is unoccupied.

In the case of a student being drafted into the Armed Services, those fees and charges for tuition, board and room for a semester will be prorated and a refund made for the unused portion.

SCHOLARSHIPS The resources of the College for scholarships are gifts and bequests in the form of scholarship endowments, annual contributions by alumni and friends of Kenyon, special grants made by the Board of Trustees, and grants made by various corporations, trusts, and foundations.

The formal application for any type of financial aid for entering students is a part of the application for admission to Kenyon College which should be filed by March 1. As a member of the College Scholarship Service, Kenyon requires that both entering and resident students submit the Parents' Confidential Financial Statement to be used by the Scholarship Committee in determining the amount of an award.

In order to qualify as a candidate for a scholarship, an applicant should present a superior academic record and give firm promise of becoming a good student in college and a valuable member of the college community. Financial need is not itself a condition for winning a scholarship, but it will determine the size of the stipend which a successful candidate receives. Successful candidates who do not need financial help may be named Honorary Scholars without stipend.

In addition to possessing the general qualifications named above, a candidate for a scholarship should make a creditable showing on the Scholastic Aptitude Test and on three Achievement Tests (including English Composition) of the College Entrance Examination Board.

CONDITIONS GOVERNING THE AWARDING AND RENEWAL OF SCHOLARSHIPS

Scholarships are awarded upon the recommendation of the Faculty Committee on Scholarships on a one-year basis, and the Committee makes an annual review of all awards.

In setting the stipend of a scholarship, both when it is first awarded and in each annual review, the Committee gives first consideration to the candidate's need as it is expressed in his financial statement. For this reason stipends may vary from year to year, and work opportunities may also be offered the student.

Successful candidates are required to notify the Director of Scholarships and Student Aid of any grants, scholarships, or other awards which have been received from a source outside Kenyon College.

Special conditions applying to the renewal of scholarships are that the holder is required:

1. Ordinarily to maintain grades which place the student in the upper half of his class.
2. To submit annually a current financial statement showing continuing need.
3. To present a conduct record which shows the student to be deserving of continued support.

If at the end of a year a scholar is doing unsatisfactory work, his scholarship may be withdrawn.

Students receiving financial aid from the College may, under special circumstances, be given permission to have and operate a car or motorcycle in Gambier. A student who wishes to do so must submit a petition to the Director of Scholarships setting forth reasons why he considers a car or other vehicle essential. Each case will be judged by the Scholarship Committee on its own merits and the Committee may consider ownership of a car evidence that the student has less need for financial assistance.

TYPES OF SCHOLARSHIPS

All scholarships, including endowed and named scholarships, are granted in accordance with the general conditions governing scholarships and with the specific provisions made by donors as described in the following paragraphs.

1. Scholarships supported by Kenyon endowments and special grants by the Board of Trustees:

The Philander Chase Scholarships provide a maximum stipend of $2,000 a year. They are awarded for superior scholastic aptitude and achievement and

for outstanding leadership. These scholarships are supported by certain unrestricted Kenyon scholarship endowments and special grants by the Board of Trustees.

The Gordon Keith Chalmers Scholarships provide a maximum stipend of $2,000 a year. They are awarded on the same basis as the Philander Chase Scholarships and are supported by certain unrestricted Kenyon scholarship endowments and special grants by the Board of Trustees.

The Denham Sutcliffe Scholarship provides a maximum stipend of $1,800 per year and is supported by special allocation of funds by the Board of Trustees in memory of a dedicated and brilliant member of the faculty.

George Gund Scholarships provide a maximum stipend of $1,200 a year. They are supported by the George Gund Scholarship endowment, a fund of $40,701, the gift of the late Mr. George Gund of Cleveland. Requirements for these scholarships are similar to those for the Philander Chase Scholarships.

Juliana Cuyler Matthews Scholarships provide a maximum stipend of $1,200 a year. They are supported by the Juliana Cuyler Matthews Scholarship endowment, a fund of $45,000, the gift of Mr. Thomas S. Matthews of London, England. These scholarships are awarded on the same basis as the Philander Chase Scholarships.

John Burson Morton Scholarships provide a maximum stipend of $1,200 a year. These are supported by an endowment presently amounting to $20,000, the gift of Ralph Emerson Morton of Greenwich, Connecticut, in memory of his brother. Preferred recipients are those from Central Ohio planning to enter business, engineering, law, or medicine. These scholarships are awarded on the same basis as the Philander Chase Scholarships.

Kenyon College National Merit Corporation Scholarships are sponsored by the college for five National Merit Finalists each year on the same basis as all National Merit Scholarships are awarded. These awards go to finalists who have named Kenyon College as their college choice.

William Cooper Procter Scholarships provide a maximum stipend of $1,800 a year. They are supported by the William Cooper Procter Scholarship endowment, a fund of $62,500. These scholarships are awarded on the same basis as the Philander Chase Scholarships.

Joseph Curtis Weaver and Nancy Belle Weaver Scholarships provide a maximum stipend of $1,200 a year. They are supported by funds from the Joseph Curtis Weaver and Nancy Belle Weaver Scholarships endowments. The endowments total $40,000, and were presented by Mr. Robert A. Weaver and the late

Mrs. Weaver of Cleveland as memorials to the parents of Mr. Weaver. These scholarships are awarded on the same basis as the Philander Chase Scholarships.

2. Scholarships supported by periodic grants from foundations and special restricted scholarships in excess of tuition:

The Blake School-Groves Scholarship is awarded upon the recommendation of the Blake School to a student graduating from that school. The applicant must meet the requirements for admission to Kenyon and the approval of the Kenyon Faculty Committee on Scholarships. This scholarship is supported by the Stephen Goodrich Groves Scholarship endowment, established by the late Mr. and Mrs. Claude H. Groves of Minneapolis in memory of their son, a member of the Class of 1949 at Blake and the Class of 1953 at Kenyon.

Bremer Scholarships are provided from a grant from the Bremer Foundation of Youngstown, Ohio, created under the will of the late Richard P. Bremer. These scholarships, which provide the recipients with maximum stipends of $1,000 a year, are to be awarded to deserving students who are residents of Ohio, preferably of the Youngstown area.

The St. Louis Park School-Groves Scholarship is awarded upon the recommendation of the St. Louis Park School to a student graduating from that school. The applicant must meet the requirements for admission to Kenyon and the approval of the Kenyon Faculty Committee on Scholarships. This scholarship is supported by the Stephen Goodrich Groves Scholarship endowment, established by the late Mr. and Mrs. Claude H. Groves of Minneapolis in memory of their son, a member of the Class of 1953 at Kenyon.

3. Scholarships supported by the College scholarship endowment and which may provide stipends covering tuition. These scholarships are classified as Kenyon General Scholarships:

The Reginald B. and Bessie C. Allen Memorial Scholarship, established by Miss Katherine Allen of Gambier. Income from this endowment assists a student having exceptional promise in mathematics who is recommended by the Chairman of the Department of Mathematics, a position held for many years by Professor Allen.

The C. Livingston Allis Scholarship, an endowment of $7,000, established by Mr. and Mrs. Clarence L. Allis of Wooster, in memory of their son, C. Livingston Allis of the Class of 1934. Only upperclassmen are eligible to receive this scholarship.

The John W. Andrews, Jr. Scholarship, an endowment of $3,011, the gift of the Hon. John W. Andrews of Columbus, in memory of his son.

The Arnold Scholarship, an endowment of $10,000, founded by the bequest of Rollin I. Arnold of Mount Vernon. The income is awarded annually to a student resident in Knox County.

The Mrs. Raymond D. Ashmun Scholarship, an endowment of $30,000, established by Mrs. Ashmun of Cleveland. The income is to be used for scholarship purposes.

The Austin Badger Scholarship, an endowment of $1,434, founded by bequest of Austin Badger of Medina. The income is to be awarded only to a student preparing for the ministry.

The Cleveland Keith and Olivia Benedict Scholarship, an endowment of $35,055 established by Mrs. Cleveland Keith Benedict in memory of her husband, a member of the Class of 1887. The income from this endowment is to be given to an undergraduate, preferably to one studying for the Protestant Episcopal ministry.

The George Stone Benedict Scholarship, an endowment of $17,000, founded by the bequest of Clare P. Benedict, in memory of her father, the Reverend George Stone Benedict, a member of the Class of '84.

The Philo Sherman Bennett Scholarship, an endowment of $500, assigned to Kenyon College by the late William J. Bryan as administrator for Mr. Bennett.

The Andrew Willis Bliven Memorial Scholarship, a gift amounting now to $4,636, by Mr. and Mrs. Floyd E. Bliven as a memorial to their son, Andrew W. Bliven of the Class of 1944, who lost his life in the second World War. The income is available for award to a junior or senior each year.

The Cornelia and Malcolm Bronson Scholarship, an endowment of $20,125, given by the late Malcolm Bronson and Mrs. Bronson of Hamilton, Ohio. The recipient is to be a promising pre-medical student, preferably from the Hamilton area.

The J. Ray Brown Scholarship established anonymously to honor, and in memory of, J. Ray Brown, the late Cashier of the Peoples Bank who served the Gambier community and Kenyon and her students as a friend and counsellor for many years. The income from this endowment is awarded to a student resident in Knox County.

The Raymond D. Cahall History Scholarship, an endowment of $6,000, founded by the bequest of Raymond D. Cahall, a member of the Class of '08 and for many years a professor and chairman of the History Department at Kenyon

College. Income from this endowment is to be awarded to a promising history student.

The Carnegie Scholarship Endowment of $25,000, the gift of the late Andrew Carnegie. Postulants for holy orders are ineligible.

The Carter Scholarship Endowment of $5,000, the gift of Mrs. Carter of Albany, New York, in memory of her husband, the Rev. George Galen Carter, S.T.D., of the Class of 1864, and his father, the Rev. Lawson Carter, late of Cleveland. The income provides for two scholarships. In making appointments preference is to be given to postulants for holy orders, especially to postulants who are sons of clergymen.

Class of 1930 Scholarship, a 35th reunion gift of the Class of 1930, to be used to support scholarships for students selected for general merit.

Class of 1940 Scholarship, a 25th reunion gift of the class of 1940, to be used to support scholarships for students selected for general merit.

Class of 1941 Scholarship, a 25th reunion gift of the Class of 1941, to be used to support scholarships for students selected for general merit.

The Cushing Scholarship, an endowment of $5,000, founded by his parents in memory of Kirke W. Cushing of the Class of 1914. The appointment is in the hands of the President and the chairmen of the Departments of English and Mathematics, with the direction that it be conferred upon a student of special need and merit who has been at least one year in residence.

The Robert S. Dechant Memorial Scholarship, an endowment of $12,800, established by bequest of Mr. Dechant, a member of the class of 1923, of Lebanon, Ohio.

The Devol Scholarship Fund, an endowment of $10,000 founded by the bequest of Richard C. Manning, former Benson Memorial Professor of Latin. The income is to be used for financial aid to students.

The Albert Douglas Scholarship, an endowment of $10,000, established by the Hon. Albert Douglas of the Class of 1872. The income is assigned to a student not a candidate for holy orders, preference given to residents of Chillicothe, the native city of the donor.

The Doyle Scholarship Endowment of $10,000, the gift of the late Joseph B. Doyle of Steubenville. The income is available for young men preparing for holy orders during their collegiate course. Students from St. Paul's and St. Stephen's Churches, Steubenville, are preferred beneficiaries.

The Faculty Scholarship in memory of Kenyon men who lost their lives in the second World War, an endowment now amounting to $3,047 established by gifts of members of the College faculty. This scholarship, amounting to the income from the endowment, is annually available to an upperclassman of character, academic ability, and general promise.

The Ginn Scholarship, two endowments of $2,500 each, given by their son, the late Frank Hadley Ginn of Cleveland, in memory of Francis Marion Ginn and Millicent Pope Ginn. Eligibility is limited to graduates of Ohio high schools, preference being given to students from Sandusky County, where Francis M. Ginn served as principal and superintendent at Fremont and Clyde for more than thirty years.

The Granger-Follett Memorial Fund, an endowment of $400,000, of which $50,000 is designated as a loan fund. The bequest of Wanda Follett Granger of Zanesville, Ohio, in memory of her husband, Sherman Moorhead Granger; his father, Judge Moses Moorhead Granger; his brother, Alfred Hoyt Granger; and John Dawson Follett and Charles Follett, brothers of Mrs. Granger, all alumni of Kenyon College. The income from the balance of the principal will be used for scholarships which will be granted in accordance with the conditions generally governing scholarships.

The Stephen Goodrich Groves Scholarship, an endowment of $100,000 established by the late Mr. and Mrs. Claude H. Groves of Minneapolis in memory of their son, who was a member of the Class of 1953, provides scholarships with preference for residents of Minneapolis or of Minnesota.

The GSF Fund, an endowment of $100,000, the income from which will be devoted to scholarships until further action by the Board of Trustees.

The Hall-Mercer Scholarship, an endowment of $74,182, founded by the bequest of Alexander G. Mercer of Newport, Rhode Island.

The Rutherford B. Hayes, 1842, Scholarship, an endowment of $5,000, established by the trustees of the Hayes Foundation at Fremont.

The Ralph S. Holbrook, 1887, Scholarship, an endowment of $4,471, established by Mrs. Mame Holbrook. Students from Lucas County, Ohio, are given special consideration.

The Julia Weaver Lawless Scholarship Endowment, founded by Mr. Robert A. Weaver of the Class of 1912 in memory of his sister. Assigned insurance on Mr. Weaver's life with a face value of $10,000, the income from which will be available for scholarship purposes.

The David Lewis Scholarship Endowment of $50,000, the bequest of Florence E. Lewis Rauh of Elyria, Ohio, the income to be used toward the education and support of worthy and deserving students.

The Thomas A. McBride Scholarship, an endowment of $2,000, founded by bequest of Mary A. McBride of Wooster, in memory of her son, Thomas A. McBride of the Class of 1867.

The Milmine Scholarship, a gift of Mrs. Charles E. Milmine of New York, in memory of her husband, Charles Edward Milmine, of the Class of 1885. This endowment of $20,000 provides scholarships for students selected for general merit.

The Nash Scholarship Endowment of $10,000 founded by bequest of Job M. Nash of Cincinnati.

The Clifford Alfred and Katherine Young Neff-Knox County Scholarship Fund, a gift of $6,854. This gift is from the late Katherine Young Neff, widow of Clifford Alfred Neff, Class of 1888, and her sister, Mrs. Carrie Young Fayram, the income from which is to be used to provide scholarship assistance preferably to residents of Knox County in cooperation with the Knox County Alumni Association.

The George Jones Peet Scholarship, an endowment of $2,000, established by the bequest of George Ledlie in honor of his lifelong friend, George Jones Peet of the Class of 1865.

The Florence C. Quinby Scholarship, an endowment of $135,000, founded by bequest of Mrs. Quinby of New York. The income is to be used for scholarship purposes.

The Reader's Digest Foundation Scholarship Fund, an endowment of $5,000 provided by the directors of the Reader's Digest Foundation, to be used for general scholarship purposes.

The Southard Scholarship, an endowment of $2,500, the gift of Mr. George F. Southard of the Class of 1873.

The John W. Thomas Scholarship Endowment, an endowment of $10,000, the gift of the late John W. Thomas of Akron. The income from this endowment will be awarded to young men of promise in one of the scientific studies.

The War Memorial Scholarship, now an endowment of $21,000, established by contributions made through the Kenyon Development Program and more recently, in honor of the Kenyon men who lost their lives in World War II.

The May Weaver Memorial Scholarship Fund, in memory of Mrs. Robert A. Weaver of Cleveland, is being accumulated by friends of Mrs. Weaver. The income from this endowment will be awarded on the same basis as the Philander Chase Scholarships.

ALUMNI ASSOCIATION AWARDS

Alumni Association Awards, sponsored by the alumni of the College through its annual fund raising campaign, are made on the basis of need to students in good academic and social standing who show promise of contributing to the extracurricular program of the College during the year in which the award is granted. These awards are supervised by the Provost.

LOAN FUNDS

The College administers the following loan funds:

The Curtis Fund, which now amounts to over $70,000. This fund, which aids students by loans at a low rate of interest, was granted to the Trustees of Kenyon College by the late Henry B. Curtis, L.L.D., of Mount Vernon. The interest is intended to meet only the risk of death and is not to be greater than the average rate of life insurance.

The Ormsby Phillips Fund of $1,000, which was established by Mr. and Mrs. Bakewell Phillips of Pittsburgh, Pennsylvania, to be loaned without interest to a student intending to study for the ministry.

The Spitzer Loan Fund of $500, given by the late George Spitzer, 1885, of West Lafayette, Indiana, the income to be used for loans to meritorious students.

The Addison C. Dickinson Loan Fund, of $1,000, established by the bequest of Addison C. Dickinson of Mount Vernon, Ohio.

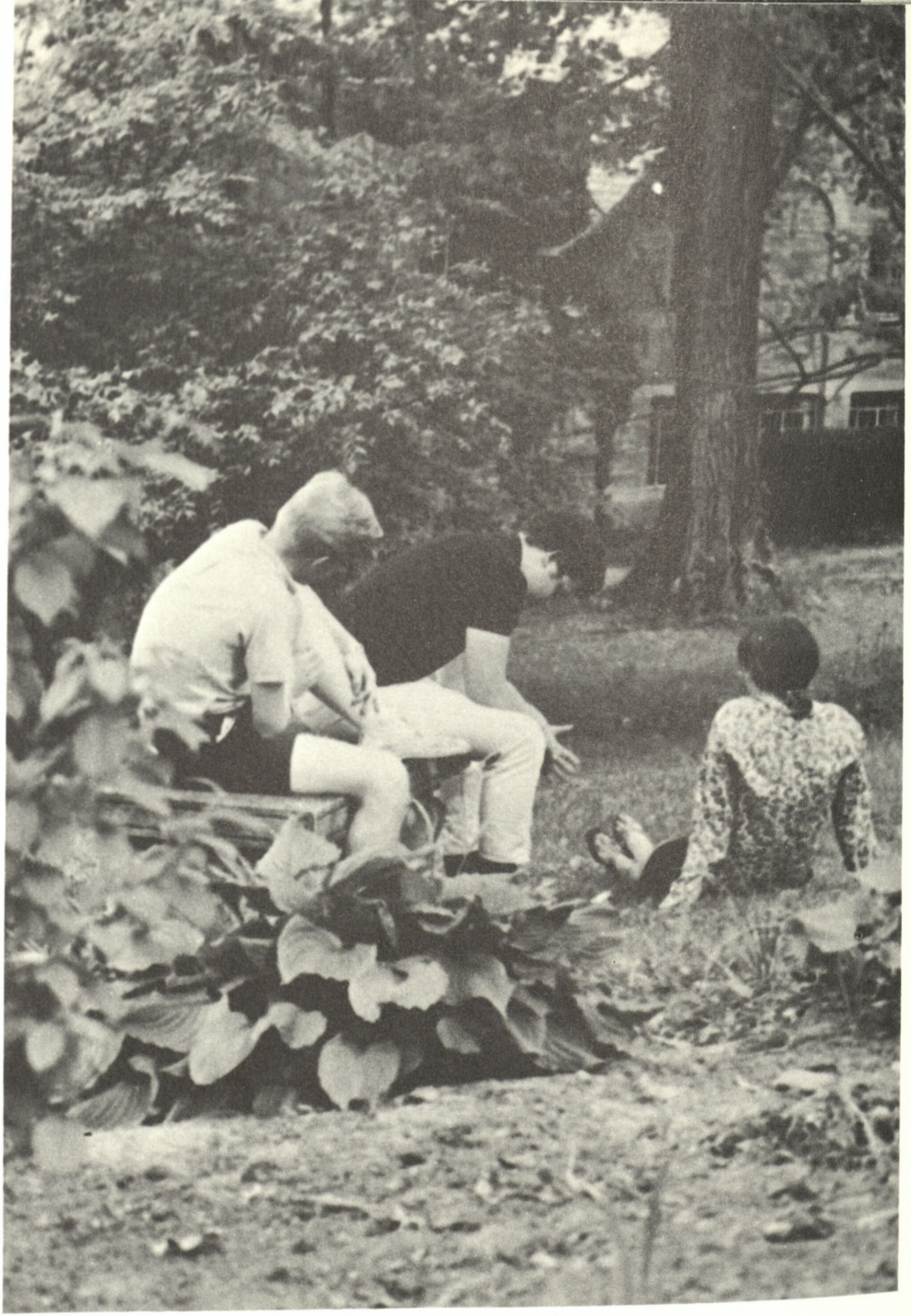
The Granger-Follett Memorial Fund, a specified portion in the amount of $50,000 from the Granger-Follett Memorial Fund.

National Defense Education Act of 1958 Loan Funds. The College is participating in the National Defense Education Act Loan program and has funds for loans which are administered under the provisions of this act. Inquiries concerning these loans should be sent to the Director of Scholarships and Student Aid.

EMPLOYMENT OF STUDENTS

A limited number of jobs are open to students who need more money. These jobs include assisting in the laboratories, the library, the College offices, and waiting on tables in the Commons. Applications for student employment should be made to the Director of Scholarships and Student Aid.

THE ACADEMIC PROGRAM



V.

THE ACADEMIC PROGRAM

PLANNING A COURSE OF STUDY

The requirement for graduation of seventeen units of credit is carefully devised so that most students choose a program with these components:

7 units of guided electives
8 units of a major study
2 units of free electives

(One unit of credit is awarded for a course which meets throughout the entire year. There are also many semester courses which carry one-half unit of credit and a few courses in the sciences which carry more than one unit of credit.) One unit of credit must be earned in at least seven of the nine guided elective areas. All students are encouraged to complete this guided elective requirement by the end of their sophomore year. These guided electives permit one to become acquainted with the course offerings of each of the four divisions:

Art *(Art, Drama, Music)*
Humanities *(Classics, English, Modern Languages, Philosophy, Religion)*
Natural Sciences *(Biology, Chemistry, Mathematics, Physics, Psychology)*
Social Sciences *(Economics, History, Political Science)*

By the end of the sophomore year, and sometimes sooner, each student is ready to declare a major. A major in any discipline may take no less than four and no

more than six of his major units in that department. He must also earn two credits in cognate courses, that is, courses related to and supplementing his major. So, for example, cognate courses for the English major may be taken in Art, Classics, Drama, History, Modern Languages, Philosophy, Psychology, and Religion. A Biology major, on the other hand, could choose cognates in Chemistry, Mathematics, Physics, and Psychology. All departments are most specific in regard to the departmental courses they recommend for their majors. Two units of free electives may be earned from any department the student chooses.

The advantages of the Kenyon program of studies are many. There is great freedom and flexibility in planning a schedule. The requirements maintain a crucial balance between general studies in the four divisions and those in the major courses. Thus the Kenyon graduate, whether he intends to become a physician, lawyer, teacher, or businessman, benefits both from an outstanding general and specialized education. And during the course of four years, each student enjoys a variety of classroom experiences, from larger lecture courses to seminars and tutorials. Kenyon's claim for a special kind of liberal education, then, is a matter of practice as well as principle.

REQUIREMENTS FOR GRADUATION

Kenyon College confers the degree of Bachelor of Arts. Every student is responsible for acquainting himself with the requirements for the degree and planning his course of study accordingly.

I. Requirements for the Degree

1. The student must pass comprehensive examinations in his major subject and he may not become a candidate for the degree until he has passed them, no matter what the quality of his work in course. Ordinarily the comprehensive examinations are taken at the end of the second semester of the senior year.

2. Not fewer than seventeen units of academic work with an average grade of C (5) and no more than twenty credit units are required for graduation. A maximum of two units earned in the Air Force ROTC may be numbered among the minimum seventeen units.

3. The student must complete the course requirements described below.

II. Course Requirements

1. *Major Study*

   Major study comprises a program of courses taken in the student's major department and in one or more other departments. Eight units of credit must be earned in this program, which must be approved by the major department. No more than six and no fewer than four of these units may be earned in the major department. No course may be counted as part of this program which bears a number below 11, nor may any course be counted which has been taken as part of the program of guided electives.

2. *Guided Electives*

   At least one unit of credit must be earned in each of seven of the nine areas of study listed below. In each instance, credit is to be earned in one department, or in an integrated year course if one is offered by the departments concerned. Courses offered under categories 8 and 9 will include laboratory work. A student may elect a course at a level higher than 11–12 so long as the prerequisites established by a department do not preclude this.

   1. Art, Drama, Music
   2. Foreign Languages and Literatures
   3. English
   4. Philosophy, Religion
   5. History
   6. Economics, Political Science
   7. Mathematics
   8. Chemistry, Physics
   9. Biology, Psychology

3. *Free Electives*

   A minimum of two units of credit must be earned in courses outside the student's major subject, with the exception that honors candidates may use their free electives for additional course work in their major department. With the approval of the adviser and the instructor, up to two units of credit may be earned in courses outside the student's major department taken on a satisfactory/unsatisfactory basis.

THE DEGREE WITH HONORS

Students with superior scholarship may apply to read for the degree with Honors in any department of instruction which regularly offers work with a major.

Application should be made to the Registrar at the time the student declares his major. In exceptional cases a student may be admitted to the Honors Program as late as the end of the junior year. All applications must be approved both by the candidate's major department and the appropriate Division of the Faculty. Students will be admitted to the program by the Division of the Faculty on recommendation of the department concerned, and a student may be denied the opportunity to continue in the program by the department at any time.

The work of the Honors Program will take one of the following forms:

a) Honors seminars or independent study as part of the curriculum in both the junior and senior years;

b) A schedule of conventional courses during the junior year with the senior year devoted as nearly as possible to honors seminars, tutorials, and independent study.

The candidate for Honors will write a substantial thesis or perform independent research or undertake an equivalent program demonstrating his capacity to do advanced independent work.

A written comprehensive examination at the end of the junior year is given by the department and a written and oral comprehensive examination set and graded by an outside examiner at the end of the senior year.

The Honors Program, which may include honors seminars, specially designated tutorials and independent study, must count for from one to four units of credit.

There are three classes of Honors: Highest Honors, High Honors, and Honors. The class of Honors which the student receives will be determined jointly by the outside examiner and the members of the student's department. A student who fails to achieve the degree with Honors may, at the discretion of the department, be awarded a Pass degree.

A standing committee consisting of the Provost, the Registrar, and representatives from each of the Divisions of the Faculty will review the policy and operation of the Honors Program at least every two years.

STUDENT COURSE LOAD

The minimum student course load for full-time student status is four unit credits per year (four half-unit credits per semester.) A maximum of five and one-half unit credits may be taken without petition provided the credits are earned in no more than five courses. An extra charge is made for each one-fourth unit credit above five and one-half in a year. Students in the second semester of the senior year may enroll for only three half-unit credits.

COURSE CREDITS

Course credits are measured in units including three-fourths unit credit, one-half unit credit, and one-fourth unit credit. A unit credit is the equivalent of an eight credit hour course as determined by the Registrar.

All credit courses lead to the degree of Bachelor of Arts or to the Bachelor of Arts with Honors.

EXAMINATIONS

Examinations covering the work of half-unit credit courses are required of all students at the end of each semester course. Examinations covering the work of unit credit courses are required of all students at the end of the second semester. All examinations must be taken at the scheduled time, except by permission of the Registrar. A fee of ten dollars is charged for any special examination.

GRADING SYSTEM

Grades are recorded by letter on the following scale:

A+, A, A−	Excellent. Work of consistently high standard and showing distinction in organization, originality, and understanding.
B+, B, B−	Good. Work of consistently good quality.
C+, C	Satisfactory. Work which satisfies minimal requirements in quality and quantity and meets the standard for graduation.
C−, D+, D, D−	Poor but passing. Work which falls below the acceptable standard for graduation, yet which is deserving of credit.
F	Failing. Work undeserving of academic credit. No penalty, other than loss of credit, attaches to failure in one course. Failure in two or more courses may indicate unfitness for college work and be cause for dismissal.

A point system for internal use of A+ = 12, A = 11, down to F = 0, with an average of 5 (C) required for graduation, is used.

A student may receive the Bachelor of Arts degree with Collegiate Honors *(cum laude, magna cum laude, summa cum laude),* by attaining a grade average in the following ranges:

8.00 - 9.49 *cum laude*
9.50 - 10.24 *magna cum laude*
10.25 - 12.00 *summa cum laude*

In determining the degree of Collegiate Honors a student may receive, the best 17 units of earned credit a student has taken are averaged with the grades received on the comprehensive examinations (which count as two units).

ACADEMIC PROBATION

The College requires a minimum of seventeen unit credits of academic work with an average grade of C for graduation. Whenever a student's grades fall below C he may be placed on academic probation for the subsequent semester. Students on academic probation are expected to secure an average of C in their first probationary period. If a student's average falls below D he is subject to dismissal from the College for poor scholarship.

The rules of academic probation are administered by the Committee on Academic Regulations. The Provost is chairman of this Committee, and all communications regarding a student's dismissal should be addressed to him.

MAINTENANCE OF STANDARDS

The College reserves the right to require any student to withdraw from College if he fails to meet the standards of scholarship expected, if he cannot remain in College without endangering his own health or that of other students, or if he is found to have fallen seriously below the standards of behavior set forth in the Student Handbook.

THE RIGHT OF PETITION

A student has the right to petition the Faculty on academic matters. Petitions should be addressed to the Provost. The petition must make clear why the student thinks himself entitled to special consideration, and must be approved by the student's adviser.

SUMMER SCHOOL STUDY

A student who elects courses at a summer school must submit to the Registrar for approval the proposed program of study, having first secured approval in writing from his faculty adviser. Failure to do so may result in refusal by the College to accept work for credit. No more than two of the minimum of seventeen units required for graduation may be earned in summer school.

THE LIBRARIES

The Gordon Keith Chalmers Memorial Library, completed in the summer of 1962, is named for Kenyon's late distinguished President and prominent educator. It has a capacity for 201,000 volumes and seats 250 persons. Special features include a rare book room and vault, a sound equipment room for group and private listening, a microfilm room and an archival room, a reading lounge, three seminar rooms equipped for film projection and wired for educational television, and a fine arts room. In addition to the Chalmers Memorial Library there are special libraries for the Biology, Chemistry, Physics, Mathematics, and English Departments.

The combined libraries have a collection of 170,000 books and documents and currently receive 800 periodicals and newspapers. A United States Government Depository, the College receives many publications from the United States Government Printing Office. The documents collection is valuable to students working in the fields of economics, political science, and history.

ACCREDITATION AND AFFILIATIONS

Kenyon College is an accredited member of the North Central Association of Colleges and Secondary Schools. It is also a member of the American Association of Colleges, the American Council on Education, the Great Lakes Colleges Association, the Ohio Foundation of Independent Colleges, and the Association for Episcopal Colleges.

SPECIAL PROGRAMS

VI.

SPECIAL PROGRAMS

INTERNATIONAL EDUCATION

The College maintains an Office of International Education to administer all programs involving Kenyon undergraduates abroad or foreign students on the Kenyon campus. The Director of International Education serves as liaison officer for foreign students and makes recommendations to the proper committees regarding admission and financial aid.

The College encourages students to seek a leave of absence for study abroad, when working at a foreign institution will enrich their program. Students whose interests are in international and intercultural affairs may arrange, with the approval of their major department and in consultation with the Director of International Education, either to spend their junior year abroad or to take the fourth year abroad as part of the five-year double degree program. Up to four units of credit may be awarded for a year of foreign study.

Through its membership in the Great Lakes Colleges Association, Kenyon offers its students the opportunity to participate in association-sponsored academic year programs in India, Japan, Lebanon, and Colombia. Similar programs exist in Europe and Africa under the auspices of other American colleges and universities.

CRITICAL LANGUAGE STUDY

Through its membership in the Great Lakes Colleges Association, Kenyon College offers its students instruction in the following critical foreign languages and related areas studies:

Chinese at Oberlin College, Oberlin, Ohio, and Wabash College (men only), Crawfordsville, Indiana

Hindi at The College of Wooster, Wooster, Ohio

Japanese at Earlham College, Richmond, Indiana

Portuguese at Antioch College, Yellow Springs, Ohio

These opportunities are intended for two groups of students: those who want the language (and related area studies) for purposes of general education and those who plan to pursue related graduate study and want to begin language preparation early. Unless the classes are available in the summer or within commuting distance, the student will be expected to transfer to the appropriate college for a year, probably his third. The interested student should consult his adviser in order to make arrangements which are mutually satisfactory to Kenyon College and the college offering the language and area courses.

AIR FORCE R.O.T.C.

The Department of Aerospace Studies was added to the curriculum in September 1952. In order to keep in step with the changing patterns of higher education and the needs of tomorrow's Aerospace Force, Kenyon College converted to the Two-Year Air Force ROTC Program, exclusively, effective September 1967. Completion of the program leads to a Second Lieutenant's commission in the United States Air Force Reserve. Enrollment in Air Force ROTC is voluntary.

In order to qualify for enrollment in the two-year Air Force ROTC program a student must be a citizen of the United States, physically and mentally qualified, and be able to complete the program by 28 years of age. Age requirements may be waived in the case of students with prior military service.

Students enrolled in the Air Force ROTC and maintaining good academic standing are normally deferred from military service until they have completed their college education. An Air Force ROTC graduate normally is subject to approximately four years of active military duty as an Air Force officer after graduation from college, (cadets entering the Flying Training Program are required to complete approximately five years of active military service), if called to duty by the Secretary of the Air Force. Students who desire to continue their education at graduate level (including medical, dental, legal, or other professional training) may request a delay from being called to active military duty for the specific educational purpose.

Air Force ROTC students are furnished textbooks, equipment, uniforms, and receive a subsistence allowance at the rate of $50 per month for a total of 20 months. Students qualified and selected for pilot training may participate in the Flight Instruction Program and earn their Private Pilot's License. All students applying for entry into the program are required to attend a six-week Field Training Course conducted at an Air Force base between their sophomore and junior years of college.

All students who complete the program earn two units of College academic credit, which may be applied against the minimum seventeen units required for graduation.

THE PUBLIC AFFAIRS CONFERENCE CENTER

The major objective of the Public Affairs Conference Center is to promote thoughtful discussion of controversial political issues by bringing students into sustained contact with national leaders who carry heavy political responsibilities or whose chief activity is the study of public affairs.

Each annual program is devoted to exploration of a political problem of national concern. The program includes a seminar for students from a number of departments. Seminar discussions are conducted by Kenyon faculty, as well as by outside leaders distinguished by their knowledge of the subject matter or their accomplishments in the field. These Distinguished Visitors in Residence come to the campus for a full week to deliver public lectures and meet informally with students, in addition to leading a number of formal seminar discussions.

Shortly after the conclusion of the regular seminar program each year, a special conference dealing with the annual topic is held on the Kenyon campus. The Distinguished Visitors return to campus at that time, along with some twenty other conferees. The participants in the conference typically include several United States Senators or Representatives, executives from government and business, publishers or other representatives of the mass media, and academicians from campuses across the country.

The three-day conference meets in closed sessions. Every effort is made, however, to extend to the Kenyon community the full benefit of the presence on campus of the conferees through panel discussions and a variety of social gatherings with students and faculty.

The papers prepared for each conference are subsequently published in the Rand McNally Public Affairs series. These volumes, which are designed to present opposing positions, are widely used in colleges throughout the country. Volumes published to date deal with United States military policy, federalism,

foreign aid, political parties, civil rights, liberalism and conservatism, legislative reapportionment, urban problems, and civil disobedience.

COMPUTER CENTER

Kenyon's IBM 1130 system consists of a central processing unit, a card read punch, a line printer, and a key punch. Rules and hours for use of the equipment are flexible, and any person or discipline in the College with an interest in the computer is included in the scheduling. The departments of Mathematics, Physics, Psychology, Chemistry, Biology, Economics, and Political Science are now sharing the facility.

LECTURES AND CONCERTS

The lecture and concert program is supplemented by several bequest funds. The Bedell Lectureship, a fund of $13,500 established by Bishop and Mrs. Bedell provides biennial lectures on the Evidences of Natural and Revealed Religion, or on the Relation of Science to Religion. The Larwill Lectureship, a fund of $25,000 established by the late Joseph H. Larwill and supplemented by a bequest of his son, Paul H. Larwill, former Professor of French and German at Kenyon, provides occasional lectures or courses on subjects of general interest. (Among the occasional lecturers on this fund have been John Dewey, Bertrand Russell, Robert Frost, John Peale Bishop, Norman Thomas, Maurice Bowra, Erwin Panofsky, Henri Peyre, and William Golding.) The late Martin A. Ryerson of Chicago made a bequest of $25,000 to contribute to the support of instruction in the Art Department and to visiting lecturers. The income from a gift from the late George Gund of Cleveland supports a program of visiting lecturers, musicians, and other artists. The lecturers visit the College for several days, sometimes for longer periods, and make several appearances in the classroom, at student societies and on the platform.

RECENT LECTURERS

Lerone Bennett, Jr., Senior Editor of *Ebony*
James Dickey, Poet
Muhammad H. El-Farra, Ambassador and Permanent Representative of Jordan to the United Nations
Kimon Friar, Poet, Editor, Translator
William C. Foster, Director, U.S. Arms Control and Disarmament Agency
Allen Ginsberg, Poet
Sir Tyrone Guthrie, Producer and Director
The Honorable Avraham Harman, Former Israeli Ambassador to the U.S.

Mrs. Harold D. Hodgkinson, Former Chairman of the Board of Trustees of Smith College
Paul Goodman, Author, Teacher, and Lecturer
James Farmer, Founder of CORE
Dwight MacDonald, Author, Critic
Henry Hewes, Drama Critic, *Saturday Review*
Margaret Mead, Anthropologist
Senator Abraham Ribicoff
Peter Taylor, Playwright
J. Thomas Ungerleider, M.D., Professor of Psychiatry, University of California at Los Angeles Medical Center
Allen Tate, Poet
Rabbi Richard L. Rubenstein, Director, Hillel Foundation, University of Pittsburgh
Wilbur Cohen, Former Secretary of Health, Education and Welfare

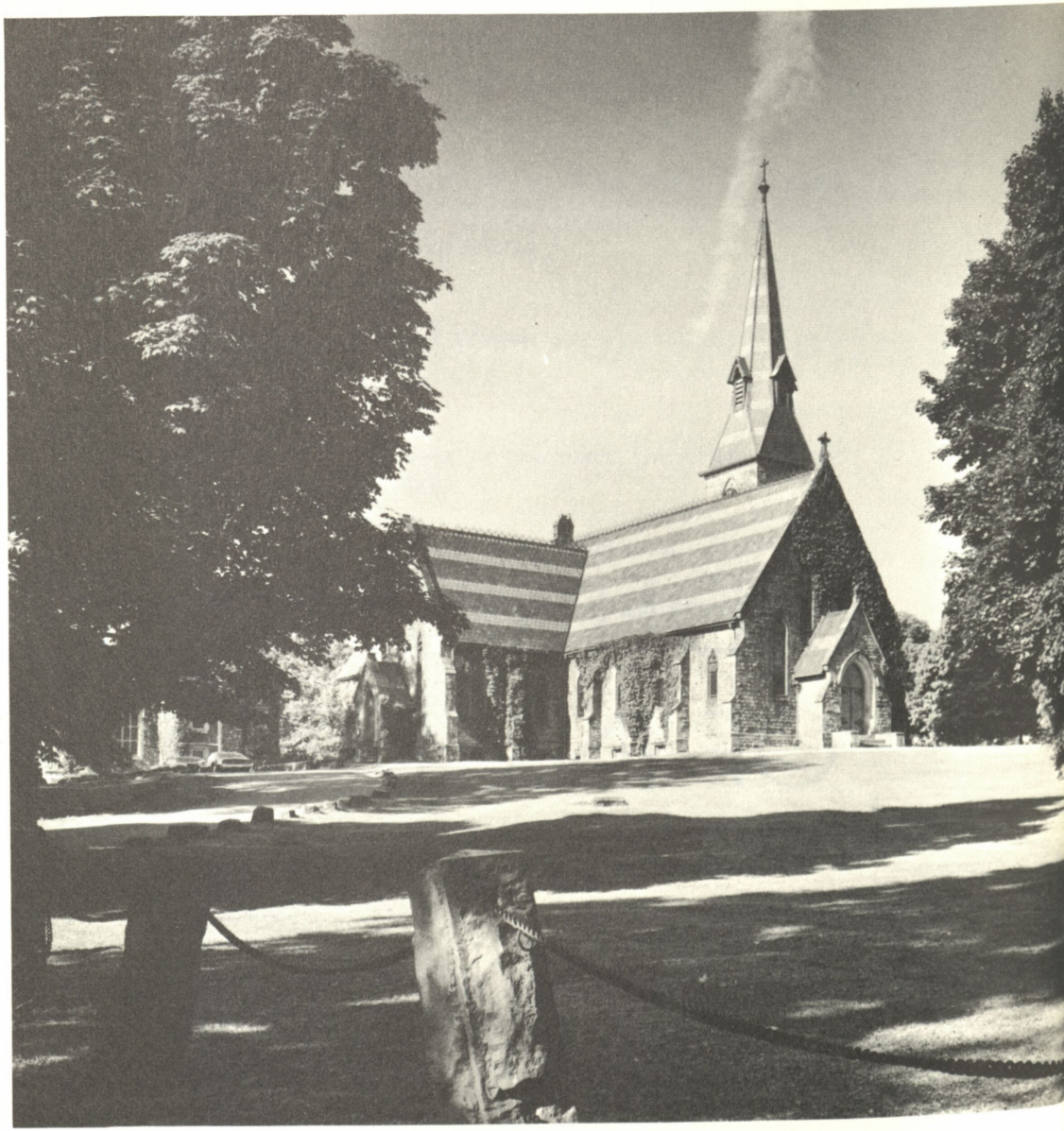
RECENT CONCERTS

The Warsaw Quintet
The Aeolian Trio, De Pauw University
The Chigiano Sextet
The Zagreb Quartet
The Czech Nonet
David Hugh Porter, Pianist
Dale K. Moore, Baritone
William Osborne, Organist

SPECIAL PRESENTATIONS

Richie Havens
The Charles Lloyd Quartet
The Paul Butterfield Blues Band
Gordon Lightfoot
Ian and Sylvia
The James Cotton Blues Band

DEPARTMENTS OF INSTRUCTION



Church of the Holy Spirit

VII.

DEPARTMENTS OF INSTRUCTION

ART

Professor Slate, Chairman
Assistant Professor Boyd
Assistant Professor Wolff
Assistant Professor Fleckles

It is the Art Department's conviction that a broad general preparation, an introduction to the major intellectual and aesthetic modes of apprehension, is essential to all educated men. Consequently, the Department's basic offerings are designed for the generalist. The studio problems are both analytical and creative, so that any student may learn to apprehend the formulation behind the craft, the craft behind the finished work. The art history courses concentrate, as well, on the development of form. How well a student learns to perceive form, how well this perception is organized into works of a permanent nature, and how well these works convey feeling is also our concern; therefore, the Department offers advanced courses and a major to aspiring painters, sculptors, and architects, as well as a program of studies for the potential art historian.

Courses required of studio majors: Within the Department: six units, including 11, 13, 21–22 *or* 23–24, 31, 32–33 *or* 34–35, and one unit of art history. Potential sculptors need take only ½ unit of painting, potential painters ½ unit of sculpture, using the remaining unit for work in the special topics course Art 100. Outside the Department: two units from such allied fields as Music, Drama, and the writing and poetry courses in English. For sculptors and designers, courses in mathematics and physics are acceptable.

Courses required of majors specializing in art history: Within the Department: 11, and 13, and three units from art history; Outside the Department: two units from History and/or Philosophy 55. Also, for students intending to continue art history in graduate school, a reading knowledge of French and German, or up to two units in language courses. Students who are already proficient in these languages or those not intending to continue art history in graduate school may choose courses from three of the following departments: Music, Drama, English, History, Classics, Philosophy, Religion.

Pre-architecture students should include in their courses of study the following: Art 11, 12, 13, 23–24, 34–35; Math 11–12 (Calculus I), two physics courses, and a semester of physical chemistry

11. Color. ½ unit
Study of the interaction of color; its relativity, vibration, mixture, and how these relate to image-making. Students proceed from solutions to prescribed problems to the invention of designs that incorporate constellation, configuration, and other visual phenomena. Outside assignments. No prerequisite.

12. Design. ½ unit
An introduction to geometrical form, both two- and three-dimensional; use of various materials such as wood, paper, clay, augmented by informal lectures on calligraphy, environmental design, and the mathematical, aesthetic, and functional implications of form. No prerequisite.

13. Fundamentals of Drawing. ½ unit
Introduction to freehand drawing and its various media, alternating between simple conceptual and perceptual problems, using both organic and mechanical forms. No prerequisite.

16. Greek Art. ½ unit
The Eastern Mediterranean World.

17. Roman Art. ½ unit
Etruscan to Byzantine.

18–19. Medieval Art. 1 unit
Exploration of art forms developed from the fall of the Roman Empire to the 15th century, including Islamic art and the art of the Indian sub-continent.

21–22. THEORY AND PRACTICE OF PAINTING. 1 unit
Investigation of color and design in acrylic paint on board, proceeding to problems in representation. Prerequisite: Art 11, which may be taken concurrently.

23–24. THEORY AND PRACTICE OF SCULPTURE. 1 unit
A studio course, beginning with solutions to problems in modeling organic and geometric forms in clay, proceeding to constructions in materials of the student's choice. Second semester introduces carving and casting; execution of a major individual project. Outside assignments. No prerequisite.

25–26. MODERN ARCHITECTURE: 19TH AND 20TH CENTURIES. 1 unit

31. ADVANCED DRAWING. ½ unit
Study of the human figure. Pencil, ink and pen, wash. Prerequisite: Art 13.

32–33. ADVANCED PAINTING. 1 unit
Continuation of beginning painting, using more durable materials and form; greater concentration on individual problems. Class criticism. Outside assignments. Prerequisite: Art 21–22.

34–35. ADVANCED SCULPTURE. 1 unit
Continuation of beginning sculpture, but with more intensive exploration of materials, tools, and techniques as sources of creative inspiration. Individual problems in coordinating concepts and execution of three-dimensional form. Prerequisite: Art 23–24.

38. MODERN PAINTING. ½ unit
From Goya to Picasso.

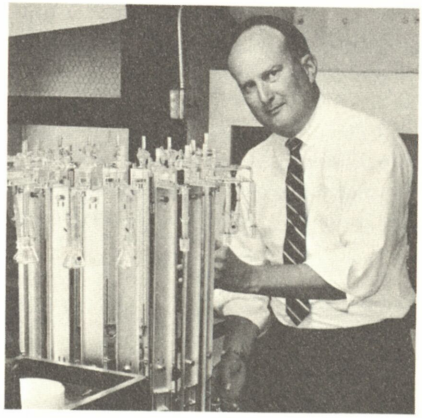
43. ART OF THE ITALIAN RENAISSANCE. ½ unit

100. SPECIAL TOPICS. ½ unit
Independent study of painting, sculpture, design, graphics, and art history, as well as offerings of special courses to be taught infrequently by the staff or by visiting artists and lecturers.

Problems in Visual Narration.
Art of the Book.

300. JUNIOR HONORS PROJECT. ½ unit
Independent work for honors students.

400. SENIOR HONORS PROJECT. ½ to 1 unit



BIOLOGY

Professor Burns, Chairman
**Professor Yow*
Associate Professor Jegla
Assistant Professor Gupta
Assistant Professor Wohlpart

Biology as taught at Kenyon is truly in the Liberal Arts tradition in that students are encouraged to diversify to an unusual extent. They should have an acquaintance with a broad spectrum of subjects and a knowledge of several of these. Biology is an integral part of every student's experience outside Kenyon, and we would hope this experience could be continued here.

The major program in the Department of Biology is designed to acquaint the student with the principles and methods vital to an understanding of modern day biology. At the same time this program prepares the student for professional work in biology and the medical sciences. Independent study, either in or out of the honors program, is encouraged for all students, in order that they may have some contact with research. Critical appraisal of current research is emphasized.

The major in biology consists of Biology 11–12, (or its equivalent), six or more advanced courses in the Department, and a sufficient number of related

*On sabbatical leave, 1969–70.

courses, determined by the Department, to make up the eight units of credit required for the major. Ordinarily, the related courses will be in chemistry, physics, psychology, and mathematics, although the precise program will be determined for the student in consultation with his adviser.

11–12. INTRODUCTION TO BIOLOGY. 1 unit
The primary aim of this course is to demonstrate biological principles, concepts, and methods. This is achieved by studying the phyla in considerable detail, utilizing representative species in the laboratory. Genetics, evolution, physiology, and embryology are studied where properly associated with each group. No prerequisite.

11–12L. LABORATORY IN BIOLOGY. ½ unit
A laboratory course designed to illustrate the principles covered in Biology 11–12. Where possible, living organisms are used to demonstrate behavioral and physiological activities. This course is intended primarily for students planning to major in biology.

26. PRINCIPLES OF EVOLUTION. ½ unit
An introduction to modern concepts of the process of organic evolution. Following a discussion of present theories regarding the origin of life and biochemical evolution, the evolutionary history of selected animal groups is reconstructed on the basis of evidence from paleontology, comparative anatomy, embryology, taxonomy, and other biological fields. The process of speciation is examined in terms of genetic mechanisms, variation, adaptation, natural selection, and various kinds of isolation. A previous knowledge of biology is neither assumed nor needed.

28. ECOLOGY. ½ unit
The course is concerned with the interrelationships between living organisms and the various physical, chemical, and biotic factors in their environment. Characteristics of ecosystems and the factors which influence their structure and perpetuation are examined in detail. Biotic interactions are explored in terms of the characterisitcs and dynamics of populations, communities, and other aggregations.

28L. FIELD BIOLOGY AND ECOLOGY. ¼ unit
Laboratory studies and field trips will give the student a direct acquaintance with the environment. Ecological principles and taxonomic methods as applied to the local flora and fauna will be stressed.

36. SELECTED TOPICS IN INVERTEBRATE BIOLOGY. ½ unit
The subject matter is drawn mainly from current research in the fields of invertebrate ecology, physiology, and behavior. Among topics considered are: aspects of environ-

ment and adaptation, mimicry and camouflage, defense mechanisms; hormonal control of diapause, metamorphosis, molting, and reproduction, periodicities, and structure and function in the nervous system; social and reproductive behavior, migration, direction finding, spatial orientation, and communication.

41. Comparative Animal Physiology. ½ unit
An analysis of biological function, primarily at the level of the whole animal and functional system (e.g. nervous system). Topics covered include osmotic and ionic regulation, respiration, circulation, blood pigments, temperature relations, metabolic economy, contractile systems, sense organs, and nervous systems. Some of these physiological systems will be analyzed with the methods of modern control system theory.

41L. Laboratory in Animal Physiology. ¼ unit
Includes discussion and experiments on osmotic regulation, temperature, animal metabolism, selective uptake of ions using radioactive tracers, proteins in blood, oxygen-binding properties of blood pigments, sensory physiology, and electrophysiological properties of nerves.

45. Plant Physiology. ½ unit
A discussion of the life processes in plants, at the organismal as well as molecular levels, and the development which results from them. The main study sections are as follows: the response of plants to their environment, the mechanism of growth and reproduction, and the ability of plants to take up nutrients from their environment, the function and control of the plant's metabolic machinery.

45L. Laboratory in Plant Physiology. ¼ unit
In the laboratory specific physiological principles will be studied, with emphasis on growth and reproduction, nutrient uptake, metabolism, and response.

51. Embryology. ½ unit
A study of the development of animals, with particular emphasis upon the vertebrates. Special attention is paid to fertilization, cleavage, gastrulation, and the formation of the various organ systems. Experimental embryology forms the basis of the principles studied in the latter part of the course. The chick and pig are analyzed in laboratory, and the student may undertake an analysis of development using living embryos.

53. Microscopic Anatomy. ½ unit
Animal tissues, mainly mammalian, are studied with the view of discovering the functional significance of their structure. This study is extended to the organs constructed from the various tissues. The laboratory work includes the microscopic identification of major mammalian tissues and organs and study of electron micrographs.

54. CYTOGENETICS. ½ unit
Modern techniques employed in investigating microscopic and submicroscopic components of cells will be discussed in detail. The course includes lectures and discussions on cell division, structure and behavior of chromosomes, replication of genetic material, genetic recombination, chromosome aberrations and their relation to heredity and evolution; sex determination and human cytogenetics.

54L. LABORATORY IN CYTOGENETICS. ¼ unit
Applied course which exposes the student to classical and modern methods of cytology as related to genetic analysis. Experiments include chromosomal aberrations, sex linked inheritance, microphotography and examination of physical aspects of mitosis and meiosis.

55. GENETICS. ½ unit
This course is designed to provide a thorough understanding of the basic principles of Genetics and their application in understanding the modern concept of gene structure and function. The topics to be discussed in detail comprise Mendelian inheritance, theory of probability, physical basis of heredity, sex linked inheritance, linkage, mutation, gene structure and regulation, extrachromosomal inheritance, biochemical, developmental, population, and human genetics.

55L. LABORATORY IN GENETICS. ¼ unit
Laboratory is designed to expose the student to classical and modern techniques of Genetics. The laboratory exercises concern the genetic analysis of materials derived from plants, animals, and microorganisms. Experiments include monohybrid segregation, mitosis, meiosis, sex linked inheritance, linkage, genetics of flower pigments, and quantitative inheritance.

61. ANIMAL BEHAVIOR. ½ unit
This course deals with the interactions among animals and the neurophysiological basis for their behavior. Topics include behavioral ecology, inheritance of behavior, instinct, learning, and neurophysiology. Formal laboratory experiments are performed with protozoa, and selected invertebrates and vertebrates in order to illustrate basic principles. An independent investigation is completed by the student. The course is limited to 15 students.

63. MOLECULAR BIOLOGY. ½ unit
A one-semester course relating the functioning of biological systems at the molecular level to their structure. Three main units will be studied: the chemistry of biological compounds, their metabolism in relation to biological structure, and the integration of metabolism.

63L. LABORATORY IN MOLECULAR BIOLOGY. ¼ unit
The laboratory will deal with the metabolism and chemistry of specific biological compounds, particularly in relation to biological systems.

66. CELL PHYSIOLOGY. ½ unit
Lecture and laboratory work concerning the nature of cellular environments, the physical and chemical organization of cells, the exchange between cells and their environments, irritability and response, nutrition and growth, and cell division.

97, 98. PROBLEMS IN BIOLOGY. ¼ to ½ unit
Independent investigation of a problem related to a course, to a staff member's research, or to a special interest of the student. May be taken concurrently with a course to which the problem is related. May be taken during the academic year or during a special summer program. Prerequisite: Consent of the instructor.

200. SENIOR SEMINAR. ¼ to ½ unit
Study and discussion of special topics, based on assigned readings or student research projects. Prerequisite: Consent of the instructor.

300. JUNIOR HONORS COURSE. 1 unit
Seminar and research for junior Honors candidates.

400. SENIOR HONORS COURSE. 1 unit
Seminar and research for senior Honors candidates.

CHEMISTRY

Professor York, Chairman
**Professor Johnson*
Professor Pappenhagen
Associate Professor Clement
Assistant Professor Batt

The work of this Department provides the student with a scientist's understanding and knowledge of chemistry. Even in the elementary courses it is intended that students who do not plan to study chemistry beyond this level will, nevertheless, know an appreciable body of factual information and also be aware of the nature of chemistry as one of the sciences and liberal arts. More advanced courses prepare majors for graduate work in chemistry or chemical engineering, or for commercial laboratory work, as well as provide, through the major program, the basic preparation for professional work in the fields of medicine, dentistry, medical technology, nursing, business, law, etc. The Department of Chemistry is approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to the student who satisfies certain minimal requirements.

Major (certified by ACS): Chemistry 11, 12, 21, 22, 31–32, 33–34, 63, 65, a half-unit of Chemistry 66 or 100, two half-unit credits selected from Chem-

*On sabbatical leave, 1969–70.

istry 51, 55, 71, and 200. A student who elects to read for Honors in Chemistry, registers for Chemistry 300, 400 and is excused from the Chemistry 66 (or 100) requirement. In addition the candidate should present Physics 11–12, Mathematics 25, 26, and German 1–2 or its equivalent.

The minimum requirement for the major in chemistry (without certification) must include Chemistry 11, 12, 21, 22, 31–32, 33–34, 65, a half-unit of Chemistry 66 or 100, as well as one unit of physics and Mathematics 11–12. Exceptions to the requirements may be granted on petition to the Department of Chemistry.

11. PRINCIPLES OF CHEMISTRY. ½ unit
Introduction to the fundamental principles of chemistry followed by a more detailed study of atomic structure and the nature of the chemical bond. These principles are used to investigate the properties of the elements, their compounds, and the reactions they undergo. 42 class hours, 42 clock hours of laboratory. Those students with inadequate secondary school preparation in chemistry will be required to meet for one extra hour per week during the first semester. No prerequisite.

12. PRINCIPLES OF CHEMISTRY. ½ unit
A continuation of the studies started in Chemistry 11. 42 class hours, 42 clock hours of laboratory. Prerequisite: Chemistry 11 or placement.

21. QUANTITATIVE ANALYSIS. ½ unit
A study of the principles of quantitative analysis. The course is based on the titrimetric, gravimetric, and simple instrumental analysis of common inorganic materials with accompanying laboratory work. Prerequisite: Chemistry 12 or placement.

22. INSTRUMENTAL ANALYSIS. ½ unit
Advanced principles and techniques for the analysis of both inorganic and organic compounds, including experiments involving multi-component systems. Spectrophotometric, electrometric, and other instrumental methods. Prerequisite: Chemistry 21, and 33–34.

31–32. ORGANIC CHEMISTRY. 1–1¼ units
A study of the physical and chemical properties of organic compounds based on the fundamental concepts of molecular structure and reaction mechanism. The laboratory work involves studies of reaction parameters, techniques of separation, and identification of organic compounds. Prerequisite: Chemistry 12 or placement.

33–34. PHYSICAL CHEMISTRY. ¾ unit
This course covers the properties of the states of matter, thermochemistry, chemical thermodynamics, properties of solutions, homogeneous and heterogeneous equilibrium, kinetics, electrochemistry, and quantum theory. Prerequisite: Chemistry 12, physics, calculus (or concurrent). This year course starts the second semester and ends the following mid-year. Students other than chemistry majors may register for Chemistry 33 for one-fourth unit credit.

51. ADVANCED PHYSICAL CHEMISTRY. ½ unit
Selected topics in physical chemistry. No laboratory. Prerequisite: Chemistry 34.

55. BIOCHEMISTRY. ½ unit
Selected topics in biochemistry including a discussion of thermodynamics, enzyme kinetics, proteins, enzymes, and coenzymes. Prerequisite: Chemistry 31–32 and 33.

63. ADVANCED INORGANIC CHEMISTRY. ½ unit
This course includes a study of selected elements and their compounds in light of the more recent theoretical advances in the interpretation of bonding, in the reaction kinetics of inorganic compounds, and in structural chemistry. 42 class hours, no laboratory. Prerequisite: Chemistry 33–34 (Chem. 34 may be taken concurrently.)

65. PHYSICAL CHEMISTRY LABORATORY. ½ unit
A laboratory course designed to demonstrate the principles and techniques of physical chemistry. Extensive data analysis and reports required. Prerequisite: Chemistry 21 and 33.

66. ADVANCED LABORATORY. ½ unit
An intensive study of selected inorganic and organic systems emphasizing research orientation. Physical Chemical and Analytical Chemical techniques and methods are used in the investigation of the reactions, and in separation and identification of the materials prepared. Prerequisite: Chemistry 65 and Chemistry 31–32 (or concurrent).

71. ADVANCED ORGANIC CHEMISTRY. ½ unit
Selected topics in organic chemistry. 42 class hours, no laboratory. Prerequisite: Chemistry 31–32 and Chemistry 33–34. (Chemistry 34 may be taken concurrently.)

100. INDEPENDENT STUDY IN CHEMISTRY.
Prerequisite: Consent of the instructor. For chemistry majors in their upperclass years. Credit to be determined at time of registration but not to be less than one-fourth unit credit nor more than one-half unit credit each semester.

200. SEMINAR IN CHEMISTRY. ¼ unit
Prerequisite: Consent of the Department.

300. JUNIOR HONORS COURSE.
Prerequisite: Consent of the department. Credit to be determined at time of registration.

400. SENIOR HONORS COURSE.
Prerequisite: Consent of the department. Credit to be determined at time of registration.

CLASSICAL LANGUAGES

Professor McCulloh, Chairman
Professor Kullmann
Assistant Professor Bennett
Mr. Weber

The courses of this department are chiefly intended to introduce the student to the languages, literatures, and civilizations of Greece and Rome. Courses in Greek and Latin are offered for all degrees of attainment; Hebrew, Sanskrit, and Modern Greek may also be studied. In addition to the intrinsic values of their literatures, Classical Greek affords an excellent foundation for study of the Greek New Testament and Patristics, Ancient Philosophy, and Modern Greek; Latin is essential for any thorough study of Patristics, Medieval History, and the Romance Languages. Acquaintance with the Classics should also deepen the student's understanding of English literature and the English language. Indeed, almost any study of the Western intellect and imagination looks repeatedly toward Greece and Rome, and does so to the greatest advantage through the lucid windows of the original languages.

Minimum requirements for major:

1. Language. *Either* four credits in one language and one credit in the other, *or* three credits in one language and two credits in the other. (Note: Latin 1–2 does not provide credit toward the major.)
2. One credit in Ancient History.
3. Comprehensive examination in three parts: Greek Authors, Latin Authors, and Ancient History.

CLASSICAL CIVILIZATION

These courses do not require a knowledge of Greek or Latin.

11–12 or 11, 12. ANCIENT HISTORY. (see History 17–18 or 17, 18). 1 unit
The first semester is a history of the Greek world from the destruction of Troy to the life of Alexander the Great. The second semester is a history of the Roman world from the reign of Romulus to the principate of Augustus. Interconnections between the Greek and Roman worlds, as well as with the Near East, archeological evidence, and the reading of ancient authors are stressed. Each semester may be taken separately. No prerequisite. Open as a guided elective in History.

13–14. GREEK LITERATURE IN ENGLISH. 1 unit
The major phases in ancient Greek literature are examined, from Homer to the Greco-Roman period. Readings include the *Iliad* and the *Odyssey,* lyric poetry, selected tragedies (with a study of tragic theory) and comedies, and portions of Herodotus, Thucydides, and Plato. Some consideration is given to the influence of Greek literature on subsequent Western literature.

100. SPECIAL STUDIES. ½ to 1 unit
Various topics in the field of classics which are not provided for in other courses, e.g., archaeology, classical linguistics, Sanskrit, Latin Literature in Translation.

101. GREEK AND ROMAN RELIGION. (See Religion 102B). 1 unit
In this joint seminar, Greek and Roman religion is studied by considering religious themes and ideas in the works of ancient authors. These include Homer, Hesiod, the Greek tragedians, Plato, Lucretius, Vergil, Epictetus, Paul, Petronius, Lucian, Josephus, Philo, Apuleius, Marcus Aurelius, Plotinus, Julian, and Augustine. Prerequisite: Classical Civilization 11–12 or any Religion course.

200. ADVANCED STUDIES IN ANCIENT HISTORY. (see History 19) ½ unit each
Greek History, Alexander, The Hellenistic Age, The Roman Republic, The Roman Empire. Prerequisite: Sophomore standing.

GREEK

11–12. ELEMENTARY GREEK. 1 unit
A short dialog by Plato and a drama are read by the end of the year. No prerequisite.

21–22. INTERMEDIATE GREEK. 1 unit
Homer. Simple lyric poetry. Herodotus or other prose. A drama by Sophocles, Euripides, or Menander.

31–32. GREEK LITERARY GENRES. 1 unit
The readings are designed to suggest some of the diversity of style and outlook within Greek literature. E.g., Pindar and other lyric poets; Aeschylus' *Agamemnon,* Aristophanes, Thucydides, Plato's *Symposium,* Theocritus, *Daphnis and Chloe.* Samplings of Byzantine and Modern Greek may be included. The course may be repeated.

100. RAPID READING IN GREEK AUTHORS. ½ to 1 unit
This course may be taken either to supplement the work of another course in the department or to pursue a special course of reading not otherwise provided for, including some Modern Greek.

300. JUNIOR HONORS COURSE. 1 unit
Independent study for junior candidates for honors in Greek.

400. SENIOR HONORS COURSE. 1 unit
Independent study in Greek for senior candidates for honors.

LATIN

Latin 1–2 and 21–22 are open to all freshmen. Students are assigned to the proper course by interviews and a placement test. Qualified freshmen are also admitted to advanced courses with the permission of the instructor.

1–2. ELEMENTARY LATIN. 1 unit
Forms, syntax, and vocabulary; simple prose and verse; composition. By the end of the year the student should be able to read narrative prose with understanding.

21–22. INTERMEDIATE LATIN. 1 unit
This course is intended for students who can read average Latin prose. The second semester affords an introduction to Latin poetry through selections from Catullus, Ovid, Propertius, and Tibullus.

31–32. VERGIL AND PETRONIUS. 1 unit
Two comprehensive and sharply opposed literary encounters with the complex, ambivalent experience of the early Empire. For their differing purposes, the authors effect an intricate and sophisticated transformation of such genres as pastoral, didactic, and epic poetry, romance, the *novella,* and Menippean satire.

33–34. PHILOSOPHY: CICERO AND LUCRETIUS. 1 unit
Cicero presents in the main the Platonic view. Lucretius argues for Epicurus's creed in epic verse.

35–36. HORACE, PLINY, AND JUVENAL. 1 unit
These authors afford an insight into the private lives and attitudes of Romans in the Empire. The course involves consideration of the types of Roman satire and the features of Horace's lyric achievement in his *Odes.*

37–38. VERGIL AND HIS ANTECEDENTS. 1 unit
This course proceeds from a survey of the accomplishments of Ennius, Lucretius, Catullus, and other Republican writers to an evaluation of Vergil's debt to his predecessors and of his significance in the history of Latin literature.

100. RAPID READING IN LATIN AUTHORS. ½ to 1 unit
This course may be taken either to supplement the work of another course in the department or to pursue a special course of reading not otherwise provided for.

300. JUNIORS HONORS COURSE. 1 unit
Independent study in Latin for junior candidates for Honors.

400. SENIOR HONORS COURSE. 1 unit
Independent study in Latin for senior candidates for Honors.

HEBREW

11–12. ELEMENTARY HEBREW. 1 unit

21–22. INTERMEDIATE HEBREW. 1 unit
Biblical prose and poetry.

DRAMA

Assistant Professor Patterson, Chairman
**Professor Michael*
Miss Marley
Mr. Parr

Some of man's most revealing statements about himself have been made in his dramatic writing, his plays, and some of his most significant activity has been theatrical. A play is to be understood in relation to the theater for which it was written. The enterprise of the theater, past and present, is the concern of the Department.

The courses listed below can contribute variety and breadth to the course of study of any student, or they can serve as cognates for students majoring in a variety of disciplines, or they can form the heart of a curriculum for students majoring in drama.

The Guided Elective: The Department recommends Drama 11–12—Introduction to the Theater.

The major in Drama is designed for any student with an interest in the subject, and its pursuit should not be thought of as pre-professional, although the student who graduates with this concentration will be well prepared to pursue a

*On sabbatical leave, second semester, 1969–70.

graduate degree in the subject. The major is normally open to students whose performance in Drama 11–12 has been good. Of the eight units in the program, no more than six (including Drama 11–12 and Drama 200) shall be in this department, and no less than two in related subjects. A student majoring in Drama is required to elect two quarters each year in appropriate courses in the Department of Physical Education, and to pay a laboratory fee (currently $15 per semester) to help defray the costs of field trips to important theaters away from Gambier. A major program can be designed to stress the theatrical or the dramatic aspects of the subject, and in either case to give the study an historical basis.

A student who wishes to pursue a course leading to the Degree with Honors in Drama will normally engage in independent research and/or creative activity during the junior and senior years. This is in addition to the requirements for the major in drama.

3. Voice and Diction. ½ unit
A study of the voice as an instrument for communication. This course provides an introduction to the theory of voice control, and practice with a variety of literary materials. Not a guided elective.

4. Oral Reading. ½ unit
A study of the principles, vocal and literary, involved in the interpretation of works of literature. Continuing practice using selections of increasing difficulty. Not a guided elective. Prerequisite: Drama 3, or the consent of the instructor.

11–12. Introduction to the Theater. 1 unit
A study of the theory and practice of the theater as an art form. The course will give special emphasis to direct experience of theater, some important works in its history, the idea of theater as medium, and the work of several important theater artists. Lecture and discussion, reading and problems, exercises and demonstrations. Recommended Guided Elective. Required first course for all Majors in Drama.

13–14. History of the Theater. 1 unit
An historical study of the theatrical institution from its origin to the present time. The physical theater structure, the plays and the production elements of acting, directing, and design will be emphasized. Lecture and discussion, readings, projects and reports. Prerequisite: Sophomore Standing.

21–22. Elements of Theater Art. 1 unit
A close examination of the arts of the theater, particularly acting, directing, and design.

Reading, discussion problems, and practice will increase the student's understanding of the theatrical experience and develop his skill in the theater arts. Prerequisite: Drama 11–12.

31–32. THE PLAY: PLAYWRITING AND DRAMATIC THEORY. 1 unit
A study of the play as an artistic and literary form. The course emphasizes the theory and technique of the major forms of dramatic writing considered in relation to representative plays and to the theaters for which they were written. The problems of the playwright are examined in the light of some important works of dramatic criticism, and brought into focus by the practice of playwriting. Prerequisite: Consent of the Instructor.

51–56. THE STAGE AND ITS PLAYS. ½ unit each
A study, in terms of the theater, of selected plays of a period of notable dramatic achievement, or the work of an important playwright. Emphasis on the theatrical qualities of the plays and their staging by means of problems and exercises.

51. THE GREEK AND ROMAN THEATER.

52. THE ELIZABETHAN THEATER.

53. THE THEATER OF THE 17TH AND 18TH CENTURIES.

54. THE THEATER OF THE 19TH CENTURY.

55. THE THEATER OF THE EARLY 20TH CENTURY.

56. THE CONTEMPORARY THEATER.

Prerequisite: Drama 11–12, or consent of the Instructor.

100. INDEPENDENT STUDY. ½ to 1 unit
Projects will normally be of two kinds: scholarly research culminating in a long paper, or creative activity leading to a major piece of work in one of the arts of the theater. Permission of the Department.

200. SENIOR SEMINAR. 1 unit
This course, substantially historical in plan, provides the advanced student with an opportunity to make a synthesis of theater history, the arts of the theater, and dramatic literature. Independent research projects and the presentation of papers. For Drama Majors.

300. JUNIOR HONORS COURSE. 1 unit
Independent study for junior candidates for honors, under the direction of the honors supervisor.

400. SENIOR HONORS COURSE. 1 unit
Independent study for senior candidates for honors, under the direction of the honors supervisor.

ECONOMICS

Professor Brehm, Chairman
Professor Batchelder
Professor Titus
Assistant Professor Gensemer
Mr. Trethewey

It is the aim of the Department of Economics: (1) to familiarize students with the origins, character, and operation of our economic organization and other economic organizations of the past and present; (2) to investigate with students special fields and problems in economics with a view to obtaining an understanding of economic trends, forces, and principles, and their relation to the solution of such problems; and (3) to develop in students the habit of approaching all industrial and economic activity from a social rather than a private or individual point of view.

The courses that form the major program are designed to furnish a foundation for graduate study in economics, business administration, law, journalism, politics, government administration, and foreign service. A major in Economics can also be of value to students who plan to go directly into business, journalism, politics, or government service after graduation.

The Major Program. Successful completion of Economics 11–12, with a grade of, at least, *C,* is a prerequisite to becoming a major. Three to five additional units within the Department are required, including Economics 21, 23, 35, and 400. Cognate subjects are chosen with the help of the student's advisor, so as

to provide an integrated major with a particular emphasis. For example, combinations of courses from various departments can be arranged to emphasize international problems, industrial relations, quantitative economics, etc. Majors are also responsible for an understanding of the books on the departmental *Independent Reading List.*

11–12. INTRODUCTION TO ECONOMICS. 1 unit
A study of the operation of modern economic society. Includes an introductory analysis of production, exchange, prices, distribution, and national income. Required of students who major in Economics.

21. MICROECONOMIC THEORY. ½ unit
An intensive study of the economic analysis of consumer behavior, production, exchange, price determination, income distribution, and economic welfare. Prerequisite: Economics 11–12.

23. MACROECONOMIC THEORY. ½ unit
An intensive study of the level of national income and employment. Theories of inflation and economic growth are examined. The theory and functioning of government stabilization policies are studied and evaluated. Prerequisite: Economics 11–12.

35. QUANTITATIVE RESEARCH METHODS. ½ unit
The application of statistical methods to economic phenomena. Chief emphasis is upon the use of probability theory and statistical inference involving confidence intervals and tests of hypotheses, including simple and multiple regression. Index numbers are also considered. Prerequisite: Math 1–2 (may be taken concurrently).

41. DEVELOPMENT OF ECONOMIC THOUGHT. ½ unit
History of the development of economic thought as exemplified by the writings of the great economists, Smith, Ricardo, Mill, Marx, Marshall, Veblen, Keynes, Schumpeter. Prerequisite: Economics 11–12 or consent of the instructor.

42. ECONOMICS OF UNDERDEVELOPED COUNTRIES. ½ unit
An examination of the circumstances surrounding, and of the obstacles to, economic growth, with emphasis upon present conditions in poor countries and particularly upon the current problems there of over-population, inadequate capital accumulation, and insufficient technological progress. Prerequisite: Economics 11–12 or 12 concurrently or consent of the instructor.

43. MONEY AND BANKING. ½ unit
A study of the American monetary and financial system and its relation to prices, national income, and economic welfare; functions of financial institutions; the Federal Reserve System and monetary management. Prerequisite: Economics 11–12 or consent of the instructor.

44. LABOR UNIONS AND THE ECONOMY. ½ unit
A study of the development, structure, government, and policies of labor organizations; major issues in union-management relations; impact of unions on the economy; problems of public policy. Prerequisite: Economics 11–12 or consent of the instructor.

45. GOVERNMENT AND LABOR. ½ unit
A study of the effects, primarily economic, of legislation designed to benefit labor groups, and regulate employer-employee relations; wage and hours law; legal minimum wages; unemployment compensation; Labor Management Relations Act; Railway Labor Act; etc. Prerequisite: Economics 11–12 or consent of the instructor.

46. GOVERNMENT CONTROL OF BUSINESS. ½ unit
A study of the extent, techniques and effects of monopolistic business practices and concentration of economic power; anti-trust legislation and other approaches to social control. Prerequisite: Economics 11–12 or consent of the instructor.

47. PUBLIC FINANCE. ½ unit
A study of the proper role of government in the economy and an analysis of the basic principles of government expenditure and taxation. Current expenditure and tax policies of national, state, and local governments are examined and evaluated. Prerequisite: Economics 11–12 or consent of the instructor.

48. COMPARATIVE ECONOMIC SYSTEMS. ½ unit
A study of alternative ways of organizing economic activity. Modern capitalism, the Soviet economy and other socialist systems will be analyzed with regard to their institutional structure as well as the principles governing resource allocation and income distribution. The relationship between private and public economic decision making will be examined, with emphasis on the techniques and the extent of economic planning in the different systems. Prerequisite: Economics 11–12 or consent of the instructor.

49. INTERNATIONAL ECONOMICS. ½ unit
A study of the nature, bases, and effects of international economic relations; comparative advantage and gains from trade; balance of international payments; tariffs, exchange controls, and other policies.

55. INTRODUCTION TO ECONOMETRICS. ½ unit
The construction and testing of econometric models. Special emphasis is given to the analysis of time series and to the analysis of supply and demand. Prerequisite: Economics 11–12 and 35, or consent nf the instructor.

100. SPECIAL TOPICS IN ECONOMICS. ½ unit

211–212. SOPHOMORE HONORS SEMINAR. ½ to 1 unit
Prerequisite: Sophomore standing and consent of instructor.

300. INDEPENDENT STUDY. ¼ to ½ unit
For students who wish to do advanced work beyond regular courses or to study subjects not included in course offerings.

311–312. JUNIOR HONORS COURSE. ½ to 1 unit
For juniors who are candidates for Honors in Economics. Prerequisite: Junior standing and consent of the instructor.

400. SENIOR SEMINAR. ½ unit
An intensive study of several aspects of a selected central topic. Required of Pass students majoring in Economics. Prerequisite: Senior Major in Economics or consent of instructor.

411–412. SENIOR HONORS COURSE. ½ to 1 unit
For seniors who are candidates for Honors in Economics. Prerequisite: Senior standing and consent of the instructor.

ENGLISH

Professor Daniel, Chairman
Professor Crump
**Professor Cruttwell*
Professor Roelofs
Associate Professor Donovan
Assistant Professor Bing
Assistant Professor Church
Assistant Professor Lentz
Mr. Klein
†Mr. Mott

The aim of the Department of English is to encourage students to read with knowledge and imagination, understanding and discrimination, and with true enjoyment; to treat literature as an art, not simply as literary and intellectual history or as a manifestation of sociological forces; to reverence and respect the resources of the English language; and to write with grace and precision. The courses are designed to explore the origins of the various themes, attitudes, and forms of expression of English and American literature, their development and transformation, to treat them historically and critically, and to discover their meaning, significance, and artistic relevance: their power to comment on the wholly human life of

*On leave of absence, 1969–70.
†On leave of absence, first semester, 1969–70.

all men. The courses are designed both for those who wish seriously to specialize in literary scholarship and teaching as well as for those who wish to prepare themselves for professional careers in law, medicine, the church, business, and public and private administration.

The courses in the Department are arranged historically according to periods, major authors, genres, and also with regard to special topics and critical methods. The Department believes that the study of literature is central to a truly liberal education, and that all members of the College should have the opportunity to take whatever course their qualifications and interests make appropriate.

English 1–2 or the equivalent is the prerequisite for all other courses offered by the Department, but an instructor of an advanced course, with the concurrence of the Chairman, may make an exception to this rule if the student is especially qualified. A student who chooses English as a guided elective normally takes English 1–2 (or English 11–12 if he has received credit for Advanced Placement) in his freshman year. English 11–12 is normally a prerequisite for admittance to the Honors Program, and a student expecting to major in English is strongly urged to take this course during his sophomore year. The major consists of no more than six, nor less than four, units of English courses numbered 11–12 or higher and two units of cognate courses, which the student chooses in consultation with his adviser. Major students are strongly advised to continue their studies of foreign languages at least to the level of courses numbered 11–12, or the equivalent. English 9–10 is also strongly recommended, particularly for students who plan to teach in secondary schools.

English majors who take English 7, 8, 9–10, and 81–82 count them as electives.

1–2. Literature and Language. 1 unit
Close study of the major literary kinds, or genres, by means of distinguished examples both native and translated. The development of the language is included. Frequent papers, mainly concerned with the literary works discussed, are required and are thoroughly analyzed in class and in conferences. The work in composition includes training in techniques of documentation.

7. Advanced Writing: Prose Fiction. 1 unit
Extensive practice in imaginative writing. Techniques of the short story and the novel are studied in the work of contemporary American and European writers. Some attention is given to journalism. The student is encouraged to set ambitious goals for his writing, and his work is appraised both by his fellow students, in class, and by the

instructor in individual conferences. Open to any student seriously engaged in writing, as determined by the instructor.

8. ADVANCED WRITING: POETRY. ½ unit
English 8 parallels English 7 but emphasizes imaginative poetry and verse technique. An important part of the course is close study of the work of contemporary poets in the United States, Britain, and (in translation) France, Italy, Germany, Spain, and Greece. Prerequisite: consent of the instructor.

9–10. GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE. 1 unit
Close study of Old English, Middle English, Early Modern English, and Modern English texts. Although the texts used are worthy of general literary interest, primary emphasis is upon the specific ways they exemplify the history of the English language. The methods of general linguistics and modern theories of grammar are part of the procedure of the course.

11–12. INTRODUCTION TO THE HISTORY OF ENGLISH LITERATURE. 1 unit
Study of the periods, kinds, and major figures and texts of English literature from the Old English to the modern period. The major emphasis is upon a careful reading of primary texts studied in chronological order to reveal historical relationships, similarities, differences, and continuations of traditions and modes of expression. Taught primarily by the informal lecture method with as much discussion as is practicable. Primarily a sophomore course; required of all candidates for admission to the Honors Program.

21. STUDIES IN OLD ENGLISH HEROIC LITERATURE AND LEGEND. ½ unit
Critical study of the great heroic literature of the Teutonic-English tradition. Beowulf will be read, partly in Old English, as a view of the heroic human character and career. Through Teutonic legend, Medieval Christian narratives, and contemporary war literature, the implications of the heroic idea for literary form will be explored and the assumptions that support it defined.

22. STUDIES IN MEDIEVAL DRAMA: THE TRADITIONS AND THEIR SURVIVAL IN LATER DRAMA. ½ unit
Critical study of the history and achievement of the great liturgical drama, morality plays, and mystery cycles of Medieval Christianity. Both the nature of drama as distinct from spectacle and ritual, and the specific heritage that the later English drama derives from the Medieval will be explored. Opportunities for pursuit of special interests in practical drama, religion, and Latin, German, French, and English literatures.

23–24. CHAUCER AND MIDDLE ENGLISH LITERATURE. 1 unit
Study of the styles, kinds, and themes of late medieval English literature. A close reading of *The Canterbury Tales, Troilus and Criseyde,* and selected lesser works of Chaucer, with attention to the Middle English language, as well as works by some of Chaucer's contemporaries and successors, including Malory.

25–26. SHAKESPEARE. 1 unit
Close study of the major works of Shakespeare, with emphasis on his development as a dramatist. Additional readings in the plays of his predecessors and such contemporary dramatists as Marlowe, Jonson, and Webster.

31–32. THE SEVENTEENTH CENTURY. 1 unit
Critical study and close analysis of the leading non-dramatic literature of the century: the poetry of Donne, Jonson, Herbert, Crashaw, Vaughan, Marvell, Rochester, and Dryden, and examples of the major prose of the century. The literary, political, and scientific revolutions from Metaphysical to Augustan ways of thought and expression will be explored and defined.

33–34. SPENSER AND MILTON. 1 unit
A study of the Renaissance Poet, the "new poetry," and the tradition of Humanism from *The Shepheardes Calender* to the second edition of *Paradise Lost.* The minor poetry and *The Faerie Queene* of Spenser; the minor poetry, selected prose, *Paradise Lost, Paradise Regained,* and *Samson Agonistes* will be closely read.

41–42. THE EIGHTEENTH CENTURY. 1 unit
Critical study of works by Swift, Pope, Johnson, Boswell, and other major figures of the age, with readings that include biography, criticism, drama, poetry, history, and philosophy.

51–52. THE NINETEENTH CENTURY. 1 unit
Critical study of the Romantic Movement and its ramifications in later poetry, prose fiction, and non-fiction. Major writers from Blake through Yeats will be considered in lecture and discussions.

55. MODERN POETRY. ½ unit
Close analysis of major and representative poems by the principal poets of the twentieth century for the purpose of describing each poet's characteristic styles and thought, as well as to introduce the student to the craft of poetry itself. Yeats, Pound, Eliot, Williams, and Stevens will be emphasized.

61–62. AMERICAN LITERATURE. 1 unit
Close critical study of some major writers and traditions in American literature. The first part of the course concentrates on writers up to the mid-nineteenth century; the second on writers from Whitman to the early modern priod.

63–64. CONTEMPORARY AMERICAN LITERATURE: THE LITERATURES OF BLACK AND WHITE AMERICANS. 1 unit
A survey of American literature from the end of the nineteenth century to the present day. The writings studies are treated both as works of literature and as examples of all areas of American cultural history, including illustrative examples of Negro and Jewish literature. Prerequisite: English 61–62 or consent of instructor.

71. PROSE FICTION. ½ unit
Close study of works representing the principal types of prose fiction from the eighteenth century to the present day. Attention is paid both to matters of form and also to the characteristic thought and techniques of the individual writers. Fielding, James, Joyce, and Lawrence will receive special emphasis.

81–82. READINGS IN MODERN LITERATURE. 1 unit
Readings in modern American, English, and European literature concerning the position of man in a world of changing social, moral, and religious values. The course is conducted primarily by discussion. Prerequisite: Consent of the instructor.

91–92. LITERATURE IN CONTEXT. 1 unit
The literature of a specific period studied within the artistic, philosophical, and social context of its age. Conducted by the proseminar method, the course is primarily for senior majors not reading for honors, but other students who are well prepared may be admitted with the consent of the Department.

100. SPECIAL TOPICS IN LITERATURE. ½ to 1 unit
Seminar primarily for junior and senior majors not enrolled in the Honors Seminars, but other students may be admitted with the consent of the instructor. The topics vary from year to year.

200. DIRECTED READING. ½ to 1 unit
The student reads independently in a chosen subject under the supervision of a member of the Department. Restricted to seniors who are unable to take one of the regular courses. Prerequisite: Consent of chairman and instructor and demonstrated special need.

300. JUNIOR HONORS SEMINARS. ½ unit
Seminars for junior candidates for Honors on special topics in English and American literature, and independent investigation of literary problems leading toward selection of a subject for the Honors essay. The topics will vary from year to year as will the instructors. Normally restricted to junior candidates for Honors, but other advanced students who meet honors standards may be admitted with the consent of the Department. Junior candidates for Honors must take two of these seminars, and no more than two.

400. SENIOR HONORS SEMINAR. 1 unit
Special studies and research in preparation for the Honors essay; composition of the essay under supervision of a member of the Department. Enrollment by semesters.

GERMAN

Associate Professor Hecht, Chairman
Professor Haywood

The Department offers instruction in both the language and literature of Germany, Austria, and Switzerland. The prerequisite for courses in literature is a good reading knowledge of German. However, German 51 and 91-92 are open to students with no special linguistic preparation.

The major program comprises five courses beyond the intermediate level, including German 11–12 and German 21–22. At the beginning of their senior year students majoring in German will be given a preliminary comprehensive examination testing both their linguistic skills and their knowledge of German literature. This permits the Department to identify strengths and weaknesses in the students' preparation and will alert students to the expectations and format of the senior comprehensive examinations. A syllabus with appendices for secondary literature and reference works is available to guide majors in their efforts to familiarize themselves with the essential works of German, Austrian, and Swiss litera-

ture. Students reading for honors in German are urged to take more than five units of credit in the Department, particularly if they are contemplating graduate study in German. A senior thesis is required of all honors candidates.

It is suggested that students majoring in German attend a summer school in Germany or the United States, preferably between their sophomore and junior years. The Department encourages qualified majors to study for a year in a German-speaking country, either as juniors or as fourth-year students in a five-year degree program.

1–2. EXPOSITORY GERMAN. 1 unit
A terminal elementary reading course for upperclassmen seeking a limited knowledge of German for research purposes. No active language skills taught. Not open to German majors, students with a prior knowledge of German, or freshmen.

3–4. INTENSIVE GERMAN. 1½ units
A two-semester accelerated elementary-to-intermediate course for students seeking proficiency in German. All language skills taught. 3 is not open to students with a prior knowledge of German. Qualified students may enter the course at the 4 level. Recommended as an introductory course for students majoring in classical and modern languages and English.

5–6. READINGS IN CONTEMPORARY GERMAN LITERATURE. 1 unit
A year course on the intermediate-to-advanced level, pursuing the dual purpose of improving students' reading ability through continued linguistic analysis and of acquainting them selectively with the works of authors who have gained literary prominence in East and West Germany, Austria, and Switzerland since 1945. Prerequisite: German 4 or equivalent.

11–12. GERMAN LITERATURE SINCE 1890. 1 unit
A year course on the advanced level. Initially the political, intellectual, and literary situation at the end of the 19th century will be explored. Subsequently the literature of German naturalism, impressionism, and expressionism will be considered and the works of major writers like Rilke, Kafka, and Brecht, who defy identification with any of the prevailing movements, will be examined. Finally, major works of post-war writers like Böll, Dürrenmatt, Frisch, Grass, Johnson, and Weiss will be studied. Required course for majors. Prerequisite: German 5–6 or equivalent.

13–14. INTERMEDIATE CONVERSATION. ½ unit
A year course on the intermediate level. It presupposes a basic knowledge of German

and attempts to develop systematically fluency in spoken German. This course may be taken concurrently with German 5–6. Prerequisite: German 3–4 or equivalent.

21–22. ADVANCED CONVERSATION AND COMPOSITION. 1 unit
A year course on the advanced level designed to meet the needs of students with a substantial background in German who are interested in further developing their conversational ability and who want to acquire basic writing skills. Required course for majors. Recommended for anyone contemplating study in a German-speaking country, especially for applicants for post-graduate grants.

31–32. GERMAN LITERATURE SINCE 1470. 1 unit
A year course on the advanced level. Initially the periods of the Renaissance, the Reformation, the Baroque, and the Enlightenment will be explored through representative works. Subsequently selected works of Schiller, Goethe, and the Romantic poets will be read and discussed with reference to an age in which, as one English historian put it, "all modern ideas were conceived in Germany." Finally, the trend towards realistic presentation in the literature of the 19th century will be examined and developments in Germany's political and intellectual life discussed. Authors read include Heine, Büchner, Storm, Keller, and Meyer. Required course for majors. Prerequisite: German 5–6 or equivalent.

41. GOETHE'S *Faust* AND THE FAUST LEGEND. ½ unit
A semester course on the advanced level undertaking a detailed interpretation of this major masterpiece of German literature, together with an examination of the Faust legend and treatments of the Faust theme by other authors. Required course for majors. Prerequisite: German 5–6 or equivalent.

42. GOETHE. ½ unit
A semester course on the advanced level undertaking a close examination of Goethe's writing with reference to the work of his contemporaries and the background of his age. Required course for majors. Prerequisite: German 5–6 or equivalent.

51. THOMAS MANN. ½ unit
A semester course on the advanced level undertaking a detailed examination of some of the major novels and essays by one of Germany's foremost modern writers. Since all the works read are available in adequate translations, the course may be taken for credit by students who have no knowledge of German. Required course for majors. Prerequisite: Permission of the instructor.

81. MEDIEVAL GERMAN LITERATURE. ½ unit
A semester course on the advanced level featuring reading in the original Middle High German of the epic and lyric poetry of this first Golden Age of German Literature. Required course for majors. Prerequisite: A good reading knowledge of modern German.

91–92. GERMAN LITERATURE IN TRANSLATION. 1 unit
A year course designed to acquaint students who have no knowledge of German with major German writers and the essence of modern German culture. Among the authors read from time to time are Goethe, Hölderlin, Grillparzer, Büchner, Hebbel, Hauptmann, Mann, Kafka, Brecht. This course is not open to majors.

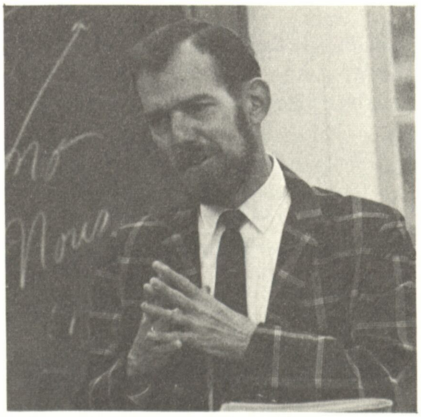
100. SPECIAL TOPICS. ½ unit each
Semester courses on the advanced level designed primarily for majors in German. These courses provide an opportunity for in-depth study of a particular work, a major author, a genre, or a period not sufficiently covered in regular courses. German majors are urged to take as many of these courses as possible.

100A. BERTOLT BRECHT.

100B. HERMANN BROCH: Der Tod des Vergil.

100C. READINGS IN EAST GERMAN LITERATURE.

100D. THE FAUST PROBLEM.



HISTORY

Professor Baker, Chairman
Professor McGowan
Professor Warner
Associate Professor Browning
Associate Professor Schoenhals
Assistant Professor Carignan
Assistant Professor Evans

The courses in History aim primarily to foster an enjoyment of history, but they attempt to make the student's interest in the past a discriminating one by encouraging: (1) a detached and judicious attitude toward sources of historical information, (2) a sympathetic understanding of past times according to the standards of those times, and (3) an evaluation of historic institutions and movements in the light of present problems.

In addition to having cultural value, such an historical approach to the solution of modern problems is of particular usefulness to those intending to take up such professions as the ministry, teaching, the law, journalism, politics, or the foreign service.

The Major Program is designed to provide each major with: (1) a basic knowledge of the major historical forces and trends in Western history; (2) spe-

cial study of one or more of the major historical epochs or areas; (3) the opportunity to coordinate historical studies with work in cognate fields.

Admission to the major program requires a grade of "C" or better in History 11–12 or 23–24 (or a 3 or better in the Advanced Placement Examination in European or American History.)

Courses Required of all majors: *Within the Department:* five to six courses, including History 11–12, 23–24, 43–44, 45–46, and one unit of work in the special subject courses listed under History 100. *Outside the Department:* two to three unit courses of his choice selected in consultation with his adviser to make a coherent program in related areas. The allied fields may be Economics, Political Science, Literature, Philosophy, Religion, or Art History. The total units required in the major and related fields are eight. Honors candidates enroll in both History 300 A–B and History 400.

11–12. WESTERN SOCIETY SINCE THE 17TH CENTURY. 1 unit
A study of European and American society, this course is designed to deepen the student's understanding of the forces which have produced the crises of our time. The course, alternating a week of lectures with a week of discussion, will consist of 14 thematic units. Among the themes to be dealt with are the Enlightenment, Revolution, Liberalism, Nationalism, Fascism, Communism, Black culture, and the New Left.

17–18. ANCIENT HISTORY. 1 unit
See Classical Civilization 11–12. No prerequisite.

19. ADVANCED STUDIES IN ANCIENT HISTORY. ½ unit
See Classical Civilization 200.

21. AMERICAN COLONIAL HISTORY. ½ unit
A study of the early explorations and discoveries, the founding and growth of the English colonies in North America, mercantilism, intercolonial rivalries, society and thought in Colonial America, the pre-Revolutionary crisis, and the winning of independence.

23–24. THE UNITED STATES SINCE 1783. 1 unit
A study of American politics, society, and thought from the founding of the American nation to the present. The lectures reflect the most recent historical interpretations and the weekly discussions emphasize the problem approach to such events as the forming of the Constitution, the Civil War, the Great Depression, and the peace making after the major wars.

25. AMERICAN POLITICAL THOUGHT. ½ unit
A survey of the historical development of American political ideas from the Colonial period to the present day. In the earlier period attention will be paid to the writings of Paine, Adams, Hamilton, Jefferson, Madison, and Calhoun; in the later period, the Social Darwinists, the Progressives, and other writers of the late nineteenth and early twentieth centuries will be studied, together with trends such as liberal reform and conservatism. Prerequisite: Junior standing or with consent of the instructor.

29–30. AMERICAN CONSTITUTIONAL LAW. 1 unit
See Political Science 61–62. Prerequisite: Political Science 1–2, or History 23–24, or major in Economics.

31–32. ENGLISH HISTORY. 1 unit
An analytic survey of English history from its origins. The course seeks to be comprehensive, but prime attention will be given to two fundamental themes: the achievement of political stability, and the shaping of English society and character. No prerequisite.

33–34. GERMAN HISTORY FROM THE REFORMATION TO THE PRESENT. 1 unit
An interpretive survey of German history, stressing crucial and formative developments from the Protestant Revolt to postwar partition and reconstruction. Attention will be given not only to the course of intellectual and political phenomena leading to National Socialism but also to alternative possibilities in German history, such as Liberalism and Federalism. A reading ability in German will be helpful but is not mandatory. Prerequisite: History 11–12 or consent of the Instructor.

35–36. RUSSIAN HISTORY. 1 unit
An analysis of the political, economic, social, and religious development of Russia from its origins to the present. Prerequisite: History 11–12 or consent of the Instructor.

43–44. EUROPE IN THE MIDDLE AGES. 1 unit
A study of the emergence and evolution of Western European civilization from the fourth to the fourteenth century. Prerequisite: History 11–12.

45–46. EUROPE IN THE EARLY MODERN PERIOD. 1 unit
A study of the political, religious, economic, and cultural developments in Europe from the beginning of the fourteenth to the end of the eighteenth century. The emphasis will not be on the history of a single nation, but on ideas and institutions fundamental to the definition of European civilization and its relation to the modern world. Prerequisite: History 11–12.

67–68. THE DEVELOPMENT OF POLITICAL THEORY. 1 unit
See Political Science 33–34. Prerequisite: Political Science 11–12, or consent of the instructor.

100. SPECIAL SUBJECT COURSES. ½ unit
Prerequisite: History Major or consent of instructor.

Topics in Medieval European History.
Empire and Papacy in the Middle Ages.
Topics in Renaissance History.
Institutional and Ideological Development of the Nation State since 1450.
Tudor and Stuart England, 1485–1715.
The Old Regime in Europe, 1660–1789.
France Since 1815.
The French Revolution and Napoleon.
Modern Britain.
Germany Since 1848.
Topics in the British Empire and Commonwealth.
Soviet Russia.
Eastern Europe (excluding Russia) Since First World War.
Western Europe Since World War I.
The Two Germanies, 1945 to the Present.
New England Puritanism.
The Negro in America.
The American Revolution and the Constitution.
Topics in American Diplomatic History.
The American Civil War and Reconstruction.
The Role of the City in American History.
The Progressive Movement in the United States, 1900–1920.
United States in the Twentieth Century.
Era of Jackson.

300A. JUNIOR HONORS SEMINAR. ½ unit
An analysis of the growth and change of an idea or institution that seems to be always present in western society. The primary purpose of the investigation will be to determine whether the idea or institution reveals constant characteristics despite changes in time and place. Prerequisite: Junior honors candidates or consent of the Instructor.

300B. JUNIOR HONORS SEMINAR. ½ unit
The history of historical thought from the sixteenth century to the present. Prerequisite: Junior honors candidates or consent of the Instructor.

400. SENIOR HONORS SEMINAR. 1 unit
The candidates for honors enrolled in this course will devote their time to the research and writing of their honors thesis.

MATHEMATICS

Professor Lindstrom, Chairman
Professor Finkbeiner
Associate Professor Fesq
Associate Professor McLeod
Associate Professor Stoddard
Assistant Professor Slack

The mathematics curriculum is planned to achieve the following objectives: (1) to present mathematics as an art as well as a science, revealing the cultural and aesthetic values of mathematical ideas and processes; (2) to enable the student to read concise scientific literature with understanding; (3) to train the student to express his thoughts in precise language, both orally and in writing, and to reason with rigor and economy of thought; (4) to familiarize the student with those mathematical theories and methods which are fundamental in the study of science and social science; (5) to prepare the student for graduate work in mathematics.

There are three mathematics courses open to students who have had no previous college course in this subject: Mathematics 1,2; 3–4; and 11–12. An entering student who plans to enroll in any mathematics course must take a placement test to determine the degree of his preparation. Students interested in physical science or mathematics normally elect Mathematics 11–12. Biologists, psychologists, or social scientists often enter 11–12; 11, 2; or 1,2.

Advanced Placement candidates and others who give clear evidence of strong mathematical promise and preparation may elect a special honors curriculum in mathematics, beginning with Mathematics 11–12S and either Mathematics 11–12 or 25.

A major in mathematics normally will include courses 11–12, 25, 26, 27, 28, 61–62 and two additional units as approved by the Department. An honors major normally will include courses 11–12, 11–12S, 25, 26, 28, 65–66, 300, 400, and at least one additional unit as approved by the Department. The Department will approve any program of cognate study sensibly related to the interests of the student.

Basic instruction in the uses of the IBM 1130 computer is included in Mathematics 1,2, 11–12, and also is available to any student without academic credit.

1. Elements of Calculus. ½ unit
Primarily intended for students interested in social science, biology, or psychology this course develops mathematical concepts needed for applications to behavioral sciences: introductory calculus and analytic geometry.

2. Elements of Statistics. ½ unit
Basic knowledge of calculus is used to study probability, the binomial and normal distributions, sampling theory, confidence intervals, and other statistical concepts. Prerequisite: Mathematics 1 or the equivalent.

3–4. Mathematical Concepts. 1 unit
Because the ability to reason precisely is valuable in every field of endeavor, this course is offered primarily for the non-scientific student who is more interested in the methods of mathematics than in its specific technique. Topics chosen to stimulate rigorous thought and to convey the spirit of the subject may include logic, set theory, number systems, geometry, and topology.

11–12. Calculus. 1 unit
This course offers a unified introduction to single variable Calculus. Functions and limits are studied intensively as a foundation for understanding the derivative and integral and their significant applications. The study includes algebraic, trigonometric, exponential and logarithmic functions, infinite series, and simple differential equations. Mathematics 11–12 is prerequisite to all advanced courses in mathematics.

11–12S. FOUNDATIONS OF CALCULUS. ½ unit
Offered for students who show unusual promise in mathematics, this course substantially supplements the content of Mathematics 11–12. Topics include the real number system, introductory set theory, and basic concepts of analysis and topology. Prerequisite: Permission of the Department. Mathematics 11–12, or concurrently.

25. ELEMENTS OF LINEAR ALGEBRA. ½ unit
The methods of abstract algebra are introduced through a study of Euclidean spaces, systems of linear equations, matrices, determinants, vectors, scalar and vector products, dual space, quadratic forms, and applications to algebra and geometry. Prerequisite: Mathematics 11–12 or permission of the Department.

26. MULTIVARIABLE CALCULUS. ½ unit
An introduction to the study of functions of several variables. Topics include limits, continuity, differentiability, multiple integrals, Taylor series and applications. Prerequisite: Mathematics 25.

27. ELEMENTS OF ABSTRACT ALGEBRA. ½ unit
An introduction to basic abstract algebraic structures. Topics include elementary number theory, polynomials, and elementary theory of groups and rings, including the homomorphism theorems for these structures. Emphasis will be placed on concrete examples of algebraic structures and applications to other fields. Prerequisite: Mathematics 11–12 or permission of the Department.

28. LINEAR ALGEBRA. ½ unit
This course deepens the studies begun in Math. 25. Topics include abstract vector spaces, linear mappings, various canonical forms for matrices, characteristic values and vectors, diagonalization theorems, inner product spaces, self-adjoint and normal transformations, and topics in multilinear algebra. Prerequisite: Mathematics 25.

31–32. MATHEMATICAL STATISTICS. 1 unit
A study is made of probability and its applications in the theory of random variables. Topics include sampling theory, testing hypotheses, estimation of parameters, correlation, Markov chains, and other mathematical models having practical use in science and social science. Prerequisite: Mathematics 26.

34. GEOMETRY. ½ unit
This course is an algebraic study of various geometries based on the algebra developed in Math. 28. Topics will be chosen from the following: affine and projective geometry, the geometry of quadratic forms, orthogonal and symplectic geometry, and algebraic geometry. Prerequisite: Mathematics 28.

61–62. ADVANCED CALCULUS. 1 unit
The study of Calculus is extended to further topics in multi-dimensional calculus, differential equations, and integration theory, with emphasis on applications. Prerequisite: Mathematics 26.

65–66. ABSTRACT ALGEBRA. 1 unit
Groups, rings, modules, and fields are studied in detail. Topics include the homomorphism theorems for groups and rings, the Sylow Theorems for groups, the basic theorem for finitely generated Abelian groups, Euclidean rings, algebraic field extensions, finite fields, and introductory Galois Theory. Prerequisite: Mathematics 27, 28, or permission of the Department.

75–76. COMPLEX FUNCTIONS. 1 unit
Beginning with a study of the algebra of complex numbers and the geometry and topology of the complex plane, this course examines elementary functions and their Riemann surfaces, differentiation and integration theory, infinite series, holomorphic functions, singularities. Prerequisite: Mathematics 61–62, or concurrently.

85–86. TOPOLOGY. 1 unit
This course is an introduction to topology, including topological spaces, connectedness, compactness, separation properties, metric spaces. Additional topics may include identification spaces, cell complexes, the fundamental group, covering spaces, simplicial approximation, continua, and function spaces. Prerequisite: Mathematics 61–62, or concurrently.

95–96. REAL FUNCTIONS. 1 unit
Advanced topics in real analysis are considered within the context of general topology and functional analysis. Central topics include measure theory, function spaces, generalized integrals and derivatives, and connections with other topics in analysis. Prerequisite: Mathematics 85–86, or concurrently.

100. SEMINAR IN MATHEMATICS. ¼ to 1 unit
The content of this course is adapted to the abilities, needs, and preferences of upperclass students in mathematics. Possible subjects include Set Theory and Foundations, Number Theory, Differential Equations, Applied Mathematics, Numerical Analysis, Functional Analysis, Abstract Algebra, Differential Geometry.

200. PROBLEMS IN MATHEMATICS. No credit
An informal series of discussions on contemporary mathematics, especially intended to reveal the nature and methods of mathematical research, presented by members of the

Department and Honors Candidates. Required of all mathematics majors and open to other students by permission of the Department.

300. JUNIOR HONORS COURSE. ¼ to 2 units
A course of variable content adapted to the needs of junior candidates for Honors in Mathematics. Normally this course will be an introduction to real analysis, elected by Honors Candidates in lieu of Mathematics 61–62.

400. SENIOR HONORS COURSE. ¼ to 2 units
A course of variable content adapted to the needs of senior candidates for Honors in mathematics.

MUSIC

Professor Schwartz, Chairman
**Associate Professor Lendrim*
Assistant Professor Taylor

The courses in this department are designed to foster an understanding of music, past and present, both from the critical and the creative points of view. In the introductory courses the aim is on the one hand to make a more discriminating listener out of a mere music lover, and on the other hand to give a firm grounding in theory to the potential composer or performer. Advanced courses go more deeply and specifically into music composition or music history. In all subjects stress is laid upon presenting music not as an isolated cultural phenomenon, but as one of several related forms of artistic expression.

The Major Program falls into two categories: (1) music history and musicology; (2) music theory and composition. While there is no major offered in applied music, competence as an instrumentalist, vocalist or conductor is a requirement for graduation. Such competence can be acquired through private instruction and/or through membership in one or more of the choral or instrumental groups.

*On sabbatical leave, second semester, 1969–70.

Courses required of all music *history* majors are: 21–22, 25, 26, 31–32, 31–34, 35–36, and 200; *courses required* of all music *theory* majors are: 21–22, 25, 26, 33–34, 35–36, 41–42, and 100.

1. CHORAL LITERATURE. ¼ unit
Ear-training and sight-reading; analysis and performance of standard works for men's chorus. Membership in one of the choral groups required.

2. INSTRUMENTAL LITERATURE. ¼ unit
Ear-training and sight-reading; analysis and performance of standard works. Membership in one of these groups required: String Ensemble, Brass Choir, The Woodwinds, Baroque Chamber Ensemble, Orchestra.

5–6. ELEMENTS OF MUSIC. 1 unit
Study of the fundamentals of music through notation; tonal and temporal aspects; textural and structural elements; vocal and instrumental media.

11–12. MUSIC LITERATURE. 1 unit
Critical listening to significant vocal and instrumental works from main periods; aesthetic evaluation of music as a reflection of our general culture. Prerequisite for non-majors: Music 5–6 or its equivalent.

21–22. ELEMENTARY COMPOSITION. 1 unit
Principles and techniques of strict style counterpoint and harmony. Analysis of musical forms; elementary orchestration. Composition of smaller polyphonic and homophonic forms in free style. Prerequisite for non-majors: Music 5–6 or its equivalent.

25. FORM AND ANALYSIS. ½ unit
Study of the evolution of musical morphology; analysis of outstanding scores from all periods. Prerequisite for non-majors: Music 5–6 or its equivalent.

26. ORCHESTRATION. ½ unit
Discussion of the historical development of orchestra instruments; demonstration of standard instruments and their functions. Prerequisite for non-majors: Music 5–6 or its equivalent.

31–32. MUSIC HISTORY: ANCIENT, MEDIEVAL AND RENAISSANCE MUSIC. 1 unit
The study of music as one of the components of medieval and Renaissance culture. Sacred and secular monophony. Polyphony from its beginnings to the seventeenth

century. The rise of instrumental music. Concentration upon such composers as Dufay, Josquin des Pres, Palestrina, de Lassus, and the early Monteverdi. Prerequisite for non-majors: Music 5–6 or its equivalent.

33–34. MUSIC HISTORY: BAROQUE AND CLASSICAL MUSIC. 1 unit
Baroque opera, oratorio, and cantata; sonata, suite, and concerto forms by French, English, and Italian masters of the seventeenth century. The flowering of all instrumental and vocal forms during the era of Bach, Handel, Vivaldi, Scarlatti, and Rameau. The sons of Bach and the Mannheimers; the opera of Gluck and Mozart. Chamber and symphonic music by Mozart, Haydn, and Beethoven. Prerequisite for non-majors: Music 5–6 or its equivalent.

35–36. MUSIC HISTORY: THE NINETEENTH AND TWENTIETH CENTURIES. 1 unit
The cultivation of old and the evolution of new forms. The music of Schubert, Schumann, Brahms, Chopin, Wagner, Debussy, Stravinsky, Bartok and Schoenberg; the American School. Prerequisite for non-majors: Music 5–6 or its equivalent.

41–42. INTERMEDIATE COMPOSITION. 1 unit
Composition of larger polyphonic and homophonic forms in free style. Prerequisite: Music 21–22, or its equivalent.

98. BAROQUE CHAMBER ENSEMBLE. No Credit
Study and performance of solo sonatas, trio sonatas and other chamber combinations by such composers as Vivaldi, Handel, and Telemann. Prerequisite: consent of instructor.

99. CHAMBER CHOIR. No Credit
Study and performance of motets, masses, madrigals and chansons suitable for a vocal ensemble of approximately sixteen voices. Prerequisite: consent of instructor.

100. SEMINAR IN ADVANCED COMPOSITION. 1 unit
Prerequisite: Music 41–42, or its equivalent. Offered on sufficient demand.

200. SENIOR SEMINAR IN MUSICOLOGY. 1 unit
Independent study in form of individual research projects.

PHILOSOPHY

Professor Kading, Chairman
Associate Professor Banning
Associate Professor McLaren
Mr. Short

The course offerings in philosophy have been arranged primarily with the following aims: (1) to acquaint the student with major philosophical classics as part of his liberal culture; (2) to develop his critical powers; (3) to develop his appreciation of, and insight into, the fundamental ethical, esthetic, scientific, political, religious, and social problems with which philosophy deals; (4) to enable the student to develop a philosophical approach to his field of major interest; and (5) to provide a well-balanced program for majors in the Department.

Philosophy 11–12 is the course most suitable to be taken as a guided elective. Under exceptional circumstances, and with the permission of the Department, Philosophy 31–32 or a sequence of two one-semester courses will be acceptable.

The student ordinarily begins the study of philosophy with Philosophy 11–12. For those who intend to major in philosophy, this should be followed as soon as possible by Philosophy 31–32 and Philosophy 23. In addition to this course, majors are ordinarily required to take Philosophy 101, 102, 103, 104, and

one of Philosophy 24, 41, 55, or 100. Honors candidates will also take Philosophy 301, 302, 401, 402. (Philosophy 3 is not suitable for inclusion in the major program.)

3. INTRODUCTION TO LOGIC. ½ unit
The logic of language, formal and informal fallacies, practical reasoning, inductive and deductive arguments. Not for majors. No prerequisite.

11–12. INTRODUCTION TO PHILOSOPHY. 1 unit
The primary aim of this course is to acquaint the student with the spirit, methods, and problems of philosophy. Major works of important philosophers, both ancient and modern, will be used to introduce the student to topics in metaphysics, epistemology, ethics, and other traditional areas of philosophical concern.

23. SYMBOLIC LOGIC. ½ unit
An introduction to the nature and techniques of formal logical analysis. Intended primarily for philosophy majors and those interested in mathematics.

24. PHILOSOPHY OF SCIENCE. ½ unit
A study of the methods and purposes of science as these present philosophical problems. Prerequisite: Phil. 11–12, or Phil. 23, or permission of instructor.

31–32. HISTORY OF PHILOSOPHY. 1 unit
The first semester will be devoted to selections from ancient and medieval philosophers, and the second semester to selections from modern philosophers.

41. EXISTENTIALISM. ½ unit
Readings in contemporary Existentialism, from Kierkegaard to Sartre. An examination of the historical sources of Existentialism and a critical discussion of its contributions to twentieth century thought. Prerequisite: Phil. 11–12 or permission of instructor.

42. AMERICAN PHILOSOPHY. ½ unit
A study of the development of American philosophy, from its beginnings until the present. Readings in James, Dewey, Royce, Whitehead, and Santayana emphasized. Prerequisite: Phil. 11–12 or permission of instructor.

43. LEGAL AND SOCIAL PHILOSOPHY. ½ unit
An examination of the theory of law. Readings will be primarily in contemporary legal philosophy and philosophy of the social sciences. Prerequisite: Phil. 11–12 or permission of instructor.

54. ARISTOTLE AND HIS INFLUENCE. ½ unit
Aimed at acquainting the student with the Aristotelean philosophy and its later developments, especially Aquinas. Prerequisite: Phil. 11–12 or permission of instructor.

55. PHILOSOPHY OF ART. ½ unit
The student will be introduced to philosophical thinking about the arts by way of disputed issues in classical and contemporary art criticism. Selections from the literature of aesthetics, over a wide range. Prerequisite: Phil. 11–12 or permission of instructor.

100. SPECIAL TOPICS IN PHILOSOPHY. ½ unit
This course will undertake the study of a particular work, a major author, or a topic not covered in regular courses.
(A) Philosophy of Religion
(B) Scientific Explanation
Prerequisite: permission of the instructor.

101. SEMINAR IN THEORY OF VALUE. ½ unit
This and the following three Seminars are given in a two-year sequence, a semester each. Prerequisite for each: Junior standing and permission of the Department.

102. SEMINAR IN THEORY OF KNOWLEDGE. ½ unit

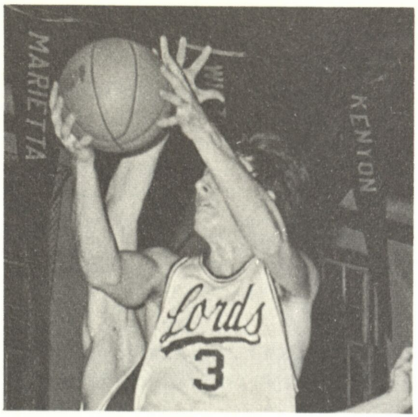
103. SEMINAR IN METAPHYSICS. ½ unit

104. SEMINAR IN PHILOSOPHY OF LANGUAGE. ½ unit

200. INDEPENDENT STUDY. ½ unit
Permission of the Department.

301–302. JUNIOR HONORS COURSE. 1 unit
Studies in Rationalism and Empiricism. Open only to Honors Candidates in Philosophy.

401–402. SENIOR HONORS COURSE. 1 unit
Readings in Kant, and supervised research. Open only to Honors Candidates in Philosophy.



PHYSICAL EDUCATION AND ATHLETICS

Associate Professor Morse, Chairman
Mr. Brannum
Mr. Christman
Mr. Heiser
Mr. McHugh
Mr. Sloan
Mr. White

The Kenyon College physical education program is designed to encourage all students to engage in healthful physical activities that maintain and improve his own health, develop practical athletic skills, foster an appreciation toward physical activities that bring enjoyment and physical well-being to the student while in college as well as in future years.

The department offers a voluntary instructional physical education program, intramural athletics, intercollegiate athletics, and facilities for co-recreational activities.

Voluntary Physical Education

The school calendar will be divided into four quarters with the following activities offered:

1st Quarter—Physical Fitness, Beginning Swimming, *Canoeing, Soccer, *Tennis and Golf, Flag Football, *Archery, Aquatic Sports.

2nd Quarter—Physical Fitness, Advanced Swimming and Water Polo, *Bowling, Handball and Badminton, Basketball and Volleyball

3rd Quarter—Physical Fitness, Advanced Physical Fitness, *Bowling, *Skiing, Basketball and Badminton, Volleyball and Handball, *Trampoline and Tumbling, *Scuba Diving

4th Quarter—Physical Fitness, Advanced Physical Fitness, *Canoeing, *Golf, *Tennis, Softball, *Life Saving and Water Safety, *Archery

*These courses will be offered co-educationally.

Women's Physical Education

The program offerings are well rounded, including body mechanics, swimming, team games, individual and dual activities with basic goals for each student set up according to her needs. The following courses are for women only: beginning swimming, slim-nastics, physical fitness, and synchronized swimming.

Intramural Athletics

To provide the opportunity for participation in sports by every student, a comprehensive program of intramural sports is sponsored. The present list of sports includes:

For Women—Badminton, volleyball, basketball, swimming, bridge, table tennis, tennis, golf, bowling, softball, and speedball.

For Men—Touch football, badminton, volleyball, basketball, swimming, pool, bridge, table tennis, foul-shooting, softball, tennis, golf, bowling, track and field.

Co-Recreational—Volleyball, bridge, table tennis, bowling, softball, badminton, and swimming.

Intercollegiate Athletics for Men

The College sponsors varsity teams in football and soccer in the fall; basketball, indoor track, swimming, and wrestling in the winter; and baseball, lacrosse, tennis, golf, and track in the spring. Junior varsity teams may be sponsored in sports where the number of candidates so warrants. Seasonal medical examination of all candidates for all sports is compulsory.

PHYSICS

Professor Miller, Chairman
Associate Professor Greenslade
Assistant Professor Johnson
Assistant Professor Williamson

There are three introductory courses in the department, all designed to meet specific and different needs. Physics 1–2 is intended to meet the requirements of a guided elective for non-science majors. Physics 3–4 is intended as a terminal course for science majors who require a year's work in physics and who seek breadth of coverage without mathematical complexities. Physics 11–12 is so designed that it may also serve as a one-year course in physics, but a more challenging one. The course does not cover all areas and is the first part of a two-year sequence, to be completed by Physics 21, 24, which will cover all areas in adequate detail necessary for advanced study. This sequence is primarily designed for physics, chemistry, and mathematics majors.

Students intending to major in physics should realize that the ability for advanced work in mathematics is essential. Such students should choose in the first year Mathematics 11–12 and Physics 11–12, even though later listing these as guided electives. The normal major includes the following courses beyond Physics 11–12 and Mathematics 11–12: Physics 21, 24, 31–32, 33, 35, 77, 88,

and 93–94; Mathematics 25, 26; and at least one year of chemistry. Students intending to proceed to graduate work should take Physics 100, or should read for honors and take Physics 300 and 400. These courses are of variable content and may include seminars in advanced topics of study of current research literature. Facilities for experimental projects are available, but such projects do not normally carry academic credit.

1-2. CONCEPTS OF PHYSICAL SCIENCE. 1 unit
A course designed for non-science majors. Conflicting models for the solar system, for the nature of light, and for the structure of the atom are studied to illustrate the development of scientific ideas and methods. A knowledge of high school algebra is assumed. Laboratory work is an essential part of the course; it centers around some of the decisive experiments of classical and contemporary physical science.

3–4. COLLEGE PHYSICS. 1 unit
This course covers the major areas of current interest in physical phenomena at a sophisticated level, but without a corequisite mathematics course.

11–12. CLASSICAL PHYSICS I, II. 1 unit
The fundamental phenomena and theories of physics are covered in four semesters, of which this course comprises the first two. This course covers mechanics, electricity, and magnetism. The sequence is necessary for physics majors and is also recommended for chemistry and mathematics majors. Prerequisite or parallel: Mathematics 11–12.

21. CLASSICAL PHYSICS III. ½ unit
A continuation of Physics 11-12 dealing with wave phenomena, ray optics and wave optics, heat and thermodynamics. Prerequisites: Physics 11–12, Mathematics 11–12.

24. QUANTUM PHYSICS. ½ unit
The concluding portion of the general analytical survey begun in Physics 11–12. An elementary study of relativity; electrons, photons, and their interactions; optical and X-ray spectra; nucleons and nuclear energy. Prerequisite: Physics 3-4 *or* 11–12; Mathematics 11–12. Note: All advanced courses in physics have as prerequisites Physics 11–12; 21; and Mathematics 25, 26 unless otherwise noted.

31–32. ELECTRICITY AND MAGNETISM. 1 unit
Mathematical formulation of the laws of electromagnetism; electric and magnetic properties of matter; electromagnetic radiation. The first-semester laboratory is in electronics, and attention will also be given to this topic in first-semester lectures.

33. THERMODYNAMICS. ½ unit
Thermodynamics, kinetic theory, and statistical physics.

35. OPTICS. ½ unit
Propagation of wave trains and wave groups; diffraction and interference of waves; dispersion and polarization of light by material media; coherence properties.

77. THEORETICAL MECHANICS. ½ unit
An analytical course in physical mechanics.

85. TOPICS IN THEORETICAL PHYSICS. ½ unit
Mathematical methods; advanced problems in vector fields, vibration and wave motion, and other selected topics.

86. INTRODUCTORY QUANTUM MECHANICS. ½ unit
Mathematical formulation of the postulates of quantum mechanics; the Schroedinger method with applications to the linear oscillator, hydrogen atom, and molecular rotation and vibration; matrix methods; simple perturbations. Prerequisite: Physics 24, 85.

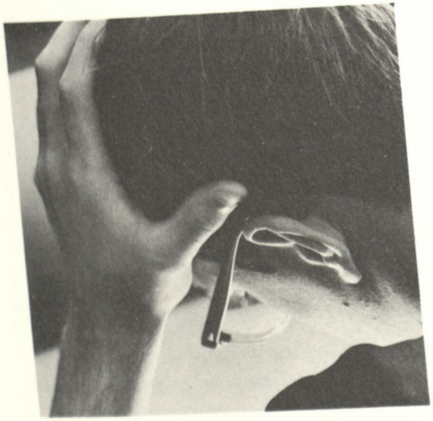
88. SOLID STATE PHYSICS. ½ unit
Properties of crystal lattices; thermal properties of solids; the free electron theory of metals; Brillouin zone theory; superconductivity. Prerequisite: Physics 24, 33.

93–94. ATOMIC AND NUCLEAR PHYSICS. 1 unit
Relativity; introduction to quantum mechanics; atomic and molecular structure and spectra; nuclear structure and reactions; radioactivity; cosmic rays; meson theory. Introduction to current literature of physics. Prerequisite: Physics 24.

100. TOPICS IN ADVANCED PHYSICS. ¼ to ½ unit
Special advanced work for students not reading for honors.

300. JUNIOR HONORS COURSE. ¼ to 1 unit
Special topics, adapted to the needs of individual junior honors majors.

400. SENIOR HONORS COURSE. ¼ to 1 unit
Special topics, adapted to the needs of individual senior honors majors.



POLITICAL SCIENCE

Professor Horwitz, Chairman
Professor McGowan
**Adjunct Professor Goldwin*
Associate Professor Clor
Associate Professor Eidelberg
Assistant Professor Frame
Mr. Marcus
Mr. Ceaser
Mr. Dunn
Mrs. Dunn

The major objectives of the Department are: (1) to explore the place and significance of politics in human life and to further the understanding of political science by analyzing the various forms of political regimes; (2) to develop the student's capacity for intelligent judgment of political controversies and policies, thereby helping to prepare him for citizenship; and (3) to prepare selected students for graduate work in political science, law, and related fields.

*Conference Leader and Consultant to the Director, Public Affairs Conference Center.

Students majoring in political science are required to complete Political Science 11–12, 21–22, 33–34–35, a half unit in international relations, plus one additional unit in political science electives. Political Science 1–2 is strongly recommended as the best guided elective for students planning to take a single course in Political Science. The course provides indispensable background for students majoring in Political Science and should be completed during the Freshman or Sophomore year.

The Department has no specific language requirements.

1-2. POLITICS. 1 unit
This course explores the tensions between individual and society, as exemplified in the writings of political philosophers and poets, statesmen and novelists, and contemporary political doctrines. The nature of law, justice, and civil disobedience is examined, and illustrated through inquiry into the principles and purposes of American democracy, the principles and strategic aims of Communism, socialism, capitalism, and a comparison of liberalism, conservatism, and the New Left. Guided elective: enrollment per section is limited since reliance is placed on group discussion.

11–12. THE POLITICAL REGIME OF THE UNITED STATES. 1 unit
A consideration of the theory and practice of American government and politics. The first semester is devoted to an exploration of the political ideas and objectives of the Founding Fathers, and an examination of the operation of the Congress, Presidency, Supreme Court, and administrative system. The second semester is concerned with political parties and interest groups, with controversial basic issues of public policy, and with the question of national purpose. Guided elective: not open to Freshmen, no prerequisite.

21–22. COMPARATIVE POLITICAL REGIMES. 1 unit
An introduction to the study of modern regimes with emphasis placed upon the understanding of democratic and totalitarian regimes. Britain, France, Weimar and Nazi Germany, the U.S.S.R., and Communist China are considered as examples of such regimes. Special attention is directed to the origins and development of these regimes with a view to determining the principles upon which they are founded. Guided elective: not open to Freshmen, no prerequisite.

23–24. EXECUTIVE-LEGISLATIVE PROCESS IN AMERICAN GOVERNMENT. 1 unit
Essentially a study of the institutional framework and procedures of the Presidency and Congress. Attention will be given to State-Local government, especially topics involving the impact on Federalism. This course may be elected for ½ unit credit each semester by special arrangement with the instructor. Prerequisite: Sophomore standing.

25. AMERICAN POLITICAL THOUGHT. ½ unit
A survey of the historical development of American political ideas from the Colonial period to the present. The writings of Paine, Adams, Hamilton, Jefferson, Madison, and Calhoun, from the colonial period and the Social Darwinists, the Progressives, and other writers of the late nineteenth and early twentieth centuries are studied. Trends such as liberal reform and conservatism are discussed.

31. POLITICAL PARTIES. ½ unit
Provides an historical and comparative analysis of political parties in the United States. Among the topics considered in this course are the development of political parties in contemporary, constitutional democracies, sectionalism, pressure politics, public opinion, party organization, and electoral behavior.

33, 34, 35. CLASSICS OF POLITICAL PHILOSOPHY. 1½ units
A systematic analysis of the classics that have shaped the political understanding of western man. This three-semester sequence concentrates on the political works of Plato, Aristotle, and St. Thomas Aquinas (33); Machiavelli, Hobbes, Locke, and Rousseau (34) and Burke, Mill, Marx, Nietzsche, Sartre, Marcuse (35). Texts are generally read in their entirety. Although emphasis is placed on intensive examination of these authors, other important political philosophers receive some consideration. Guided elective: Prerequisite: Junior standing or consent of the instructor.

55–56. THE STRATEGY OF STATECRAFT. 1 unit
An analysis of basic issues in international affairs. The first semester examines the changing utility of military power in interstate relations. Topics include: theories of the obsolescence of military power; the causes of war, goals of nations, and components of power; and the character of the modern international system. The second semester focuses on the problems of the management of power and the justification of force. Topics include: theories of *raison d'etat,* the just war, and pacifism; and statesmanship and moral choice. Guided elective: not open to Freshmen, no prerequisite.

57. INTRODUCTION TO AMERICAN STATECRAFT. ½ unit
Provides an examination of recurrent issues in American statecraft as a basis for analysis of postwar American foreign policy. Among the major issues discussed are: interventionism, isolationism, and the meaning of the "idealistic," "realistic," and "legalistic" approaches to foreign policy. Emphasis is placed upon understanding the theoretical and operational assumptions underlying decision-making and of the identification of relevant factors in evaluating foreign policy choices. Guided elective: not open to Freshmen, no prerequisite.

61. AMERICAN CONSTITUTIONAL LAW. ½ unit
Provides an examination of the historical development of the American Constitution, with emphasis on major Supreme Court decisions and on judicial philosophies and controversies. Emphasized are the fundamental concepts and basic contemporary controversial issues, such as civil rights, due process of law, church and state, obscenity, and freedom of expression. Guided elective: Prerequisite, Junior standing or consent of the instructor.

100. SPECIAL SEMINARS. ½ unit
Special seminars in Political Science are offered every year. Enrollment is limited, with preference given to Political Science Honors candidates who may fulfill a portion of their Junior Honors requirement by successfully completing 1 unit of work in these seminars. Enrollment is open to other students with written permission of the instructor.

100A. SEMINAR IN POLITICAL PHILOSOPHY. ½ unit
A full semester of study of one of the great works of political thought. Emphasis is placed on understanding the work as a whole and seeing the political relevance of its arguments. A major objective of this seminar is the development of the student's skills in textual analysis. Prerequisite: Political Science 33–34 or consent of the instructor.

100B. THE BEHAVIORAL APPROACH TO POLITICAL SCIENCE. ½ unit

100C. SEMINAR IN STATE AND LOCAL GOVERNMENT. ½ unit

100D. THE PHILOSOPHY OF STATESMANSHIP OF THE FOUNDERS OF THE AMERICAN CONSTITUTION. ½ unit
This seminar examines the philosophy underlying the political institutions established by our Founding Fathers. Their views of government, law, society, and human nature are explored through intensive analysis of the Debates of the Constitutional Convention, *The Federalist,* and other materials. Special emphasis is placed on the relation between the political theory and practical politics of the Founding Fathers, thus providing a basis for inquiry into the nature of statesmanship. Prerequisite: Political Science 11–12 and 33–34, or consent of the instructor.

100E. SEMINAR ON COMMUNISM, DEMOCRACY, AND NATIONALISM IN ASIA. ½ unit

This seminar affords primary consideration to the origins and political development of the Chinese and Japanese regimes, as well as several Southeast Asian regimes. Emphasis is directed to the influence of Western political doctrines on traditional Asian societies, on the position of Asian leaders in reconstituting their societies, and on contemporary relationships among Asian regimes. Prerequisite: Consent of the instructor.

100F. SEMINAR IN CONSTITUTIONAL LAW. ½ unit

100G. PUBLIC AFFAIRS CONFERENCE CENTER SEMINAR. ½ unit

For information on this program consult pg. 71.

100H. SEMINAR ON LIBERAL EDUCATION AND POLITICS. ½ unit

The nature and purposes of liberal education are explored from various points of view—traditional, modern, and contemporary. Emphasis is placed on the political and social functions of education as well as its role in the development of the individual. Contemporary problems and criticisms of our institutions of higher learning are examined in the light of alternative viewpoints toward the ends of higher education in a liberal democracy. Prerequisite: Written permission of instructor.

100J. SEMINAR ON THE POLITICAL AND SOCIAL THOUGHT OF BLACK AMERICANS. ½ unit

This seminar explores in depth the writings and ideas of Frederick Douglass, Booker T. Washington, W. E. B. DuBois, Martin Luther King, Malcolm X, and other Black political writers. Emphasis is placed on discussion of diverse points of view and exploration of controversial issues: political, social, ethical, and cultural. Prerequisites: Sophomore status and written permission of the instructor. Enrollment is limited to fifteen students.

300. JUNIOR HONORS PROGRAM. 1 unit

Prospective Junior Honors candidates should consult the Department regarding the Junior Honors program.

400. SENIOR HONORS PROGRAM. 1 unit

Prospective Senior Honors candidates should consult the Department Chairman regarding this program. Content and format of the program varies from year to year. Emphasis is placed on the development of independent research projects.

PSYCHOLOGY

Professor Clifford, Chairman
Professor Cummings
Professor Rice
Professor Shepard
Assistant Professor Hoffman
Assistant Professor Williams

Psychology, as the scientific study of mental life, is a systematic approach to the transaction between man and his environment. The individual is the focus of attention in this relationship; his development, his being as it is capable of scientific description, and his fate as it can be predicted from available knowledge and evidence.

Psychology is taught at Kenyon as a mode of intellectual inquiry. It is a diverse subject, and one that lends to many interests. Indeed, while many graduate majors have pursued careers of teaching, research, or practice as professional psychologists, others have found their study of psychology valuable preparation for careers in such varied fields as medicine, law, education, communications, business, and religion.

Students begin the study of psychology by taking Psychology 11–12. This course may be counted as a Guided Elective or as part of the major.

Psychology 21 and 22 are required of majors and should be taken as early as possible. The 8-unit major consists of from 4 to 6 units in Psychology, including 21 and 22, and the remaining units in other departments. The latter are frequently in the social and natural sciences, although other concentrations are possible, too, as they may contribute importantly to the liberal education of a major in psychology. One year of mathematics is required of all majors and one year of laboratory science outside of psychology is strongly recommended.

Highly qualified students will be asked, usually at the end of their junior year, to become candidates for honors in Psychology. Candidates for the degree with honors are expected to develop special capacities for independent scholarship beyond the requirements for pass majors. A senior thesis is required of all candidates for honors.

11–12. Introduction to Psychology. 1 unit
An introduction to the scientific study of human behavior. Topics covered include the physiological bases of behavior, the learning process, personality, psychopathology and psychotherapy, scientific methodology as it is utilized in psychology, mental testing, child development, social behavior, motivation, sensory and perceptual processes, and thinking and problem solving. Laboratory work is included. No prerequisite. Acceptable as a Guided Elective.

21. Statistical Methods in Psychology. ½ unit
The role of descriptive and inferential methods in the analysis of experimental data. Emphasis is placed on gaining an understanding of statistical reasoning. Topics covered include describing samples of data, basic probability theory, hypothesis testing and estimation involving the binomial, normal, t, chi-square, and F distributions, and correlation and regression techniques. Prerequisite or concurrently: Psychology 11–12.

22. Experimental Psychology. ½ unit
General methods in experimental psychology and problems in research design are considered in detail. Research studies employing more than two groups are conducted in the laboratory and introduce the student to the fundamentals of analysis of variance. Special emphasis is given to the problems in designing experiments in the areas of perception, animal learning, verbal learning, and memory. Laboratory work is an important part of the course. Prerequisite: Psychology 21.

29. Psychological Testing. ½ unit
An examination of the theory of mental tests, methods of evaluating psychological tests, research in ability and personality testing, and current issues in mental measure-

ment. Laboratory experience in test construction is included. Prerequisite: Psychology 21 or Economics 35.

31. EDUCATIONAL PSYCHOLOGY. ½ unit
This course is offered for students who plan to teach in secondary schools. Prerequisite: Psychology 11–12, and consent of the instructor.

35. DEVELOPMENTAL PSYCHOLOGY. ½ unit
Contemporary theory and research on emotional, motivational, and behavioral aspects of psychological development are emphasized with special attention to primary socialization, affection, independence, identification, achievement motivation, and aggression. Recent conceptions of the development of language and cognition are also considered. Prerequisite: Psychology 11–12.

37. ABNORMAL PSYCHOLOGY. ½ unit
The development, dynamics, social significance, and theoretical implications of deviant behavior will be discussed, with emphasis on the nature, scope, and diversity of psychopathology, including delinquency, deficiency, and the principal forms of emotional disorder. The problem of positive mental health will be evaluated, along with the major approaches to assessment and treatment of mental illness. Prerequisite: Psychology 11–12.

38. CLINICAL PSYCHOLOGY. ½ unit
Traditional functions and expanding roles of the applied psychologist in clinic, hospital, school, and social agency will be extensively reviewed. Particular stress will be placed on methods of assessment, such as diagnostic interviewing, objective, and projective techniques. Special attention will be given to different theories of behavior modification, including psychoanalysis, behavior therapy, and various other forms of counseling. Prerequisite: Psychology 11–12.

41. PSYCHOLOGY OF LEARNING. ½ unit
The historical development of S-R and S-S theories is reviewed, followed by the more current positions of Mowrer, Estes, Spence, Miller, and Skinner. Experimental findings that are discussed in detail include: classical and instrumental conditioning, concepts of reinforcement and punishment, experimental extinction, stimulus discrimination and generalization, transfer of training, human learning, and retention, and learning approaches to education and clinical psychology. Prerequisite: Psychology 11–12 or permission of instructor.

42. PSYCHOLOGY OF MOTIVATION. ½ unit
The determination of behavior by maturation, early experience, deprivation, stimulation, and reward are considered in this course. The concepts of instinct, homeostasis, drive, reinforcement, arousal, and incentive are examined with reference to empirical research largely from animal behavior. Traditional and contemporary theories of motivation are reviewed and reference is made to the recent findings in the physiology of drive and reinforcement. Prerequisite: Psychology 11–12 or permission of instructor.

43. PERCEPTION. ½ unit
Each organism is continually bombarded with information from its environment and itself. This course deals with the nature of the information available and how it is collected, sorted, organized, stored, retrieved, and used. Prerequisite: Psychology 11–12.

45. PSYCHOLOGY OF LANGUAGE AND THOUGHT. ½ unit
A study of experimental approaches to language, to conceptual processes, and to their possible relations. Topics include: recent concept formation work, studies on learning how to learn; information processing and production; transformational grammar, its relation to thought, and its implications for psychological theorizing; the child's acquisition of language.

47. PHYSIOLOGICAL PSYCHOLOGY. ½ unit
A course dealing with the physiological and neurological bases of behavior. An attempt is made to integrate the newer findings of neurophysiology with the patterns of behavior observed by psychologists. A wide range of mental phenomena and their biological bases is considered: sensation, motivation, attention, and the integrative processes.

48. PERSONALITY THEORY. ½ unit
Early psychoanalytic theories are followed by the neo-Freudian theories, the ego psychologies, and the more contemporary approaches of learning theory and field theory. Personality assessment and experimental research in personality are then reviewed. Finally, personality development is considered with special attention to problems of deviant behavior. Prerequisite: Psychology 11–12.

49. CULTURE AND PERSONALITY. ½ unit
The nature of society and culture and their effects upon the individual. Among the topics considered are human groups, social stratification, cultures and subcultures, basic personality, national character, group stereotypes, the socialization of the individual, child rearing practices, the nature and function of the self. The course emphasizes the interdependency of findings of cultural anthropology, sociology, and social psychology. Prerequisite: Psychology 11–12.

50. Social Psychology. ½ unit
Topics considered include: (1) Attitudes, their measurement, theories of attitude organization, and attitude change, (2) Group Dynamics, including the measurement of group structure and interaction, group standards and pressures, and the productivity of groups, and (3) Prejudice and Intergroup Conflict with a consideration of both individual and societal determinants of prejudice. Emphasis is placed on the experimental literature and methodological considerations. Prerequisite: Psychology 11–12.

62. Comparative Psychology. ½ unit
As research evidence has accumulated, it has become increasingly evident that much can be learned about human behavior from the study of all animal behavior. The course will encourage the student to integrate data from many species in the search for lawful commonalities useful in the development of broadly applicable principles of behavior. Prerequisite: Psychology 11–12.

81. History and Systems of Psychology. ½ unit
The philosophical and cultural evolution of psychological thought. Empiricism, positivism, and evolutionism are studied as they influenced viewpoints of the late 19th century: the Structuralism of Wundt and Titchener, the Functionalism of William James, Pavlov's Reflexology, and Freud's Psychoanalysis. This is followed by an examination of the major systems of psychology: Behaviorism, Gestalt Psychology, Field Theory, and the neo-Freudian analytic schools. Prerequisite: Junior standing. Not acceptable as a Guided Elective.

100. Independent Study. ½ to 1 unit
A laboratory program or seminar for pass students which permits independent study of topics in psychology of special interest to the students. Prerequisite: Consent of the chairman of the department.

300. Junior Honors Course. ½ to 2 units
For junior candidates for honors in Psychology. A course of concentrated study adapted to the interests and needs of the student. Prerequisite: Consent of the chairman of the department.

400. Senior Honors Course. ½ to 2 units
A program for senior candidates for honors in Psychology culminating in a senior honors thesis. The course will consist either of an experimental research investigation or independent study of an area of psychology of particular relevance to the post-collegiate professional plans of the student. Prerequisite: Consent of the Chairman of the Department.

RELIGION

Professor Baly, Chairman
Professor Hettlinger
Professor Kullmann
Associate Professor Rogan
Mr. Primack

The department exists for the academic and systematic study of religion as an almost universal phenomenon in human society. Its courses are designed to enable students to examine the phenomena of religion, the nature of religious faith and commitment, why men believe at all, what they believe, the relation of religious beliefs to philosophical concepts and historical factors, and the effect of religious beliefs upon political actions and social structures.

The study of primary texts is emphasized, usually in translation, though every encouragement is given for the use of the original languages. The normal Guided Elective is 11–12, but advanced students may take any lecture course as their Guided Elective with permission of the department.

The Major Program is suitable for those interested in going on to graduate school in religion, law, sociology, and other fields, as well as for those who wish to terminate their formal education at Kenyon.

Students majoring in the department should normally take six units of credit in the department, over and above the Guided Elective. Of these one lecture course must be taken from each of the three main categories (Biblical literature, Western religious thought, Eastern religious thought), and at least one unit must be in an advanced seminar. It is desirable that one of the required courses be taken in the sophomore year. Special provision will be made for majors who, with the approval of the department, wish to include the study of an appropriate language as part of their major, or who undertake specialized study abroad, e.g. in the Beirut program.

Honors candidates take six to eight units of credit in the Department. Each selects a field of concentration consisting of two units of seminars or directed reading, plus a unit and a half of advanced honors work under the supervision of a faculty member.

11–12. CONCEPTS AND PROBLEMS IN THE FIELD OF RELIGION. 1 unit
An introduction to the academic study of religion. The first third of the year is devoted to basic religious concepts (sacred and secular, myth, symbol, ritual, etc.); the second third to a study of selected major eastern and western religious traditions; and the last third to some modern religious problems (belief and unbelief, the Death of God controversy, religion and politics).

13–14. THE JEWISH HERITAGE: INTRODUCTION TO THE OLD TESTAMENT. 1 unit
The history, literature, and religious thought of Palestine during the Old Testament period in the light of modern scholarship and research. The first third of the year will be given to the background and the historical books; the second third to the Prophets; and the last third to the Psalms and post-Exilic literature.

15–16. INTRODUCTION TO THE NEW TESTAMENT. 1 unit
A study of earliest Christianity against the social, political and religious background of the first century A.D., and a survey of the New Testament documents. Special emphases include the description of Jesus afforded by the Gospels, the Pauline tradition, the theology of Hebrews, apocalyptic literature, and the problem of method in biblical studies.

17–18. JEWISH THOUGHT FROM TALMUDIC TIMES TO THE ENLIGHTENMENT. 1 unit
A study of patterns in the intellectual and spiritual history of Judaism viewed as a product of its culture. The materials will cover the Talmudic, Gaonic, and Medieval

periods. Readings will be required in translated texts of Jewish law, mysticism, philosophy, and poetry.

19–20. JEWISH THOUGHT SINCE THE ENLIGHTENMENT. 1 unit
The Enlightenment: Mendelssohn, Maimon, Krochmal. The Reform: Holdheim and Geiger, and its opposition: Steinheim and S. R. Hirsch. The Problem of Jewish Culture: Achad Ha'am. The identity of Ethics and Religion: Lazarus, H. Cohen. Classical and romantic religion: L. Baech. The mystical experience: Chasidim, A. D. Gordon, Rosenzweig. The Encounter with the Unaccountable: M. Buber. The Evolution of Judaism: M. Kaplan. The Theology of catastrophe.

23–24. CHRISTIAN THOUGHT SINCE THE REFORMATION. 1 unit
The major themes of Christian thought as represented by such men as Luther, Calvin, Wesley, Butler, Schleiermacher, Kierkegaard, Ritschl, Barth, Reinhold Niebuhr, Tillich, Bultmann, Teilhard de Chardin, Bonhoeffer, Harvey Cox, and Altizer. Emphasis will be placed on the inter-action between theology, philosophy, and culture in the period and reading will be required in original sources (in translation).

27–28. RELIGIONS AND SOCIETIES OF THE MIDDLE EAST. 1 unit
A study of the religious ideas, cultural patterns, and political concepts, of the Middle East in the light of the underlying environmental factors, both geographical and historical. Special attention will be given to Islam, considered both as a religion and as a political system and to the modern problems of the Islamic Middle East.

29–30. RELIGIONS AND SOCIETIES OF SOUTH AND EAST ASIA. 1 unit
A study of the major religious systems of Asia, considered especially in relation to the historical situation in which they developed, and the culture of the societies to which they belong. Particular attention will be given to Hinduism, Buddhism, and Confucianism, in order to show the possibility of coherent societies with religious sanctions different from those of the West.

100–103. SPECIAL TOPIC SEMINARS.

100B. BUDDHISM. ½ unit
Assuming a general historical knowledge of the Buddhist tradition, the course is designed to acquaint the students with the primary texts of various schools and historical periods. The emphasis is placed on the expository reading of the texts with the help of some secondary sources. Prerequisite: Religion 29–30.

100C. THE EXPERIENCE OF THE HOLY. ½ unit
A study of the concepts of the Sacred, the Sublime, and the Holy, throughout history from Longinus to the modern period. Prerequisite: Permission of the Instructor.

100D. MYSTICISM, EASTERN AND WESTERN. ½ unit
An examination of the various forms of the mystical, considered as a distinctive form of religious consciousness, and as a universal phenomenon, with special attention to mysticism in eastern religions. Prerequisite: Permission of the Instructor.

101A. THE WISDOM LITERATURE. ½ unit
A study of the Wisdom Literature of the Old Testament. The practical wisdom of the Proverbs, the problematic quest for the definite answer in Job, the sceptical piety of Ecclesiastes considered in the context of the Wisdom Literature of ancient Egypt and Babylon. Prerequisite: Religion 13–14 or Religion 15–16.

101B. THE LITERATURE OF THE APOCRYPHA. ½ unit
A study of the Wisdom Literature of the Old Testament Apocrypha. The Proverbs of Jesus Sirach; the Wisdom of Solomon; the Fourth Book of the Maccabees and the Letter of (Pseudo) Aristeas interpreted in the framework of Hellenistic civilization. Prerequisite: Religion 13–14 or Religion 15–16.

101C. THE DEAD SEA SCROLLS. ½ unit
An examination in the context of biblical and apocryphal theology and ethics of the following texts (in translation): The Manual of Discipline, The Order of the Community, The Scroll of Praise and Thanksgiving, Commentaries to Books of the Old Testament, The War of the Sons of Light Against the Sons of Darkness.

102A. THE JOHANNINE LITERATURE. 1 unit
A study of the Fourth Gospel, the Epistles of John, and the Book of Revelation, with special reference to the critical problems involved, and the relevance for the modern world of the thought expressed in these various books. The course will be based on the English text, but students of Greek will be welcome, and given full opportunity to use the original Greek text. Prerequisite: Religion 13–14, Religion 15–16, or permission of the instructor. Recommended for students of Classics.

102B. GREEK AND ROMAN RELIGION. 1 unit
See Classical Civilization 101.

103A. CONTEMPORARY CHRISTIAN THOUGHT. 1 unit
Extensive reading in Protestant and Catholic theology as a basis for analyzing current discussion of the following themes: faith, reason and revelation (including miracles); creation and evolution; sin, freedom, and responsibility; the person of Christ; immortality and resurrection; God as personal and the problem of evil. Not open to students taking Religion 23–24.

103B. CHRISTIANITY AND HISTORY. ½ unit
A study of the various philosophies of history which have been current during the past 250 years, e.g. Bossuet, Voltaire, Turgot, Condorcet, Hegel, Comte, Marx, Bury, Spengler, Toynbee, Dawson, and Butterfield. Discussion will center on the significance of these thinkers for understanding the situation of modern man, and the relation of their ideas to the biblical understanding of historical events.

103C. AMERICAN RELIGION. ½ unit
Topics in American Religion, a consideration of the religious dimensions of various developments in American history, the major religious movements in America and the Americanization of immigrant religion. Included will be Puritanism, Transcendentalism, Abolitionism, the Social Gospel, Fundamentalism, Modernism, Indigenous American Sects, Black religion, and contemporary religious movements.

200. DIRECTED READING. ½–1 unit

300. JUNIOR HONORS. ½–1 unit
Advanced study under the direction of a member of the faculty in a selected field of concentration.

400. SENIOR HONORS. 1–2 units
Advanced study under the direction of a member of the faculty in a selected field of concentration.

Attention is called to the courses in Hebrew and Greek offered by the Department of Classical Languages.

ROMANCE LANGUAGES

Professor Harvey, Chairman
**Associate Professor Goodhand*
Assistant Professor Seymour
Assistant Professor Piano
Assistant Professor Woshinsky

The objectives of the Department of Romance Languages are similar to those of the Departments of Classical Languages, English, and German. We also have affinities with the other departments in Humanities, as well as with most of the departments in the arts and the social sciences. The study of literature is at the heart of our component in a liberal arts education, and our primary aim is the enjoyment and critical analysis of enduring works of literature.

Although we are proud that many of our majors go on to graduate schools or to study abroad in order to prepare themselves to teach in schools and colleges, our emphasis is not narrowly professional. Students who are contemplating careers in business, in industry, in the professions, such as law and medicine, should not regard a major in Romance Languages as impractical for them.

The Department is pleased to advise prospective majors who wish to spend their Junior year in Europe. Plans should be made as early as possible. Attendance at summer sessions of leading language schools in the United States, Latin America, and Canada is encouraged.

*On leave of absence, 1969–70.

Cognate courses are selected from the Departments of Art, Classical Languages and Literatures, Drama, English, German, History, Philosophy, and Religion.

The Department does not at this time offer a course whose primary purpose is to serve as a guided elective; all of the courses fulfill the requirement of a guided elective, "Foreign Languages and Literatures." It is the hope of the Department that increasing numbers of students will select courses numbered 11–12 and above for their intrinsic interest to them and to satisfy the guided elective requirement. The Department wishes to stress that French 1–2, *Expository French,* is offered as a service to students who need a reading knowledge in order to work in their major fields at Kenyon and in graduate school. It is not open to students who have had more than one year's prior study of French, or to Freshmen.

FRENCH

1–2. Expository French. 1 unit
Recommended for students who wish to gain a reading knowledge of the language. A terminal course: courses numbered 11–12 or higher are not ordinarily open to students who complete French 1–2. Two contact hours, with a third hour held in reserve for consultation with the instructor.

3, 4, 5. Intensive French. 1½ or 2 units
Recommended for students who wish to concentrate or take advanced courses in French. Divisible into two sequences. Students will be enrolled in the appropriate sequence on the basis of prior instruction in French and placement scores. Those who have had no French previously or who need an intensive review of grammar and development of audio-lingual skills take the sequence 3–4–5 over three semesters for two units of credit. (French 3 and 4 meet four times a week; French 5, three times a week.) Students who qualify may take only the sequence 4–5 over two semesters for one and one-half units of credit. In French 4–5 increasing emphasis is placed on reading speed, comprehension, and analysis of literary texts. Students should not take French 3 unless they intend to complete French 4–5 the following year.

11–12. French Literature of the Seventeenth Century. 1 unit
Primary stress is placed upon critical analysis of representative plays of the seventeenth century.

13–14. Advanced Oral and Written French. 1 unit
Primary stress is placed upon development of the student's ability to write about literary material.

16. STUDIES IN FRENCH LITERATURE. ½ unit
Recommended as a continuation of French 5 on an advanced level. Topics are announced annually. Possible areas of study: dramatists of the nineteenth and twentieth centuries; selected writings of one outstanding literary figure.

33. INTRODUCTION TO FRENCH LITERATURE. ½ unit
Anthologies covering several centuries form the core of this course, conducted in French, and designed to follow French 3, 4, 5.

34. INTRODUCTION TO FRENCH LITERATURE. ½ unit
Anthologies covering several centuries form the core of this course, conducted in French, and designed to follow French 3, 4, 5.

41–42. THE READING OF FRENCH POETRY. 1 unit
A study of poems from the sixteenth century to the present but with emphasis on the nineteenth century.

43–44. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. 1 unit
The first semester surveys the Enlightenment with primary emphasis on Voltaire, Rousseau, and Diderot. The second semester deals with representative novels and plays. With consent of the instructor either semester may be taken as a half unit course. Prerequisite: Consent of the instructor.

51–52. CONTEMPORARY FRENCH LITERATURE. 1 unit
A close examination of the major works of the twentieth century with particular stress placed upon Proust, Gide, Malraux, Sartre, and Camus. The second semester touches upon selected writings of exponents of the "nouveau roman," such as Butor, Robbe-Grillet, and Sarraute. Prerequisite: Consent of the instructor.

71–72. THE NOVEL FROM MME. DE LA FAYETTE TO ZOLA. 1 unit
The development of the novel from the seventeenth century to the late nineteenth century. A close examination of representative works by Mme. de La Fayette, Prévost, Laclos, Bernardin de Saint-Pierre, Constant, Stendhal, Balzac, Flaubert, Huysmans, and Zola, with attention given to social and historical background. Prerequisite: Consent of the instructor.

75–76. MEDIEVAL FRENCH LITERATURE. 1 unit
Prerequisite: Consent of the instructor.

77–78. FRENCH LITERATURE OF THE RENAISSANCE. 1 unit
A close examination of representative 16th century French poets and prose writers,

with introductory comments on the pre-Renaissance and ending with consideration of the French baroque.

100. TOPICS IN FRENCH LITERATURE. ½ unit
This course is designed to meet the needs of small groups of advanced students in French. Class-room discussion is in French. Prerequisite: Consent of the instructor.

300. JUNIOR HONORS COURSE. 1 unit
Independent study for junior candidates for honors under the direction of the honors supervisor.

400. SENIOR HONORS COURSE. 1 unit
Independent study for senior candidates for honors under the direction of the honors supervisor.

SPANISH

First-year courses in Spanish are intended to give the student both a foundation in the structure of the language and practice in its use. Second-year courses will continue instruction in the spoken language and at the same time develop the student's reading ability, as a useful aim in itself as well as in preparation for the courses in literature.

A student majoring in Spanish must complete no less than four units in the following areas of Spanish literature: The Introduction to Spanish Literature, Cervantes, the *Siglo de oro,* Nineteenth and Twentieth Centuries, Spanish-American Literature, and a Spanish 100 course. The range of subjects represented here is possible because some of these are semester courses.

1–2. ELEMENTARY SPANISH. 1 unit
Grammar, composition, reading and pronunciation.

3–4. INTERMEDIATE SPANISH. 1 unit
For students with one year of college Spanish or two years of secondary school Spanish.

5–6. SPANISH COMPOSITION AND CONVERSATION. 1 unit
This course is intended primarily for developing an ability to speak the language, but with practice also in writing Spanish.

11–12. INTRODUCTION TO SPANISH LITERATURE. 1 unit

37–38. SPANISH LITERATURE OF THE TWENTIETH CENTURY. 1 unit
This course will offer readings in the contemporary Spanish novel, short story, and drama.

42. SPANISH LITERATURE OF THE SIGLO DE ORO. ½ unit

43. NINETEENTH CENTURY SPANISH LITERATURE. ½ unit
Works in the novel, drama, and poetry of the period will be studied.

72. READINGS IN SPANISH-AMERICAN LITERATURE. ½ unit

75–76. CERVANTES. 1 unit

80. LATIN-AMERICAN HISTORY. ½ unit
Completion of this course will count toward diversification in the Humanities in the same way as any advanced language course, but if this is the student's choice, papers required in the course must be written in Spanish. It will not count toward the major in Spanish.

100. TOPICS IN SPANISH LITERATURE. 1 unit
This course is designed to meet the needs of small groups of advanced students of Spanish.

300. JUNIOR HONORS COURSE. 1 unit
Independent study for junior candidates for honors under the direction of the honors supervisor.

400. SENIOR HONORS COURSE. 1 unit
Independent study for senior candidates for honors under the direction of the honors supervisor.

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VIII.

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*On sabbatical leave, second semester, 1969–70.

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*On sabbatical leave, 1969–70.

†On sabbatical leave, second semester, 1969–70.

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*On sabbatical leave, 1969–70.

§Deceased, March 15, 1969.

†On leave of absence, 1969–70.

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THOMAS CYRIL JEGLA — *Associate Professor of Biology*
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B.F.A. (Ohio State), M.A.T. (Harvard), M.F.A. (Iowa)

ROBERT MELVIN MCLEOD — *Associate Professor of Mathematics*
B.S. (Mississippi State), M.A., Ph.D. (Rice)

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Assistant Director of Physical Education and Athletics
B.S. (Kent State), M.H. in P.E. (Bowling Green)

KENNETH LEE TAYLOR — *Assistant Professor of Music*
A.B. (Missouri State), M.A. (Central Missouri State)

MICHAEL CHARLES ALSTON MOTT* — *Lecturer in English*

DANIEL KADING — *Professor of Philosophy*
A.B., M.A. (Wisconsin), Ph.D. (Cornell)

JAMES HARWOOD STODDARD — *Associate Professor of Mathematics*
B.S., Ph.D. (Michigan)

REED ST. CLAIR BROWNING — *Associate Professor of History*
A.B. (Dartmouth), M.A., Ph.D. (Yale)

ROBERT ERNEST BENNETT — *Assistant Professor of Classics*
A.B. (Trinity), M.A. (Yale)

ROY DIXON GREEN — *Professor of Aerospace Studies*
B.S., M.S., Ph.D. (Vanderbilt), Lt. Colonel, United States Air Force

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A.B. (Florida), M.A. (Michigan)

*On leave of absence, first semester, 1969–70.

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ROWLAND HUGHES SHEPARD *Professor of Psychology*
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EDWARD LEE HOFFMAN *Assistant Professor of Psychology*
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A.B. (Landau, Germany), Ph.D. (Basel, Switzerland)
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B.Sc., M.Sc. (University of Allahabad), Ph.D. (University of California, Berkeley)

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A.B., M.A. (Rutgers), Ph.D. (U.C.L.A.)

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Assistant Secretary of the Corporation

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Assistant to the Director of Public Relations

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College Physician

JOHN CARLTON DRAKE, B.S. (Kenyon '24), L.H.D., M.D. (Western Reserve)
Consultant in Traumatic Surgery

GENE CECELIA PAYNE, R.N. (Mercy Hospital, Philadelphia)
Head Nurse

KEITH OWEN PITNEY
Manager, College Bookshop

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Editor, The Kenyon Review

JOHN ELLINGTON WHITE, JR., A.B. (Kenyon '50), M.A. (Johns Hopkins)
Associate Editor, The Kenyon Review

BUILDINGS AND GROUNDS

OLD KENYON, the first permanent building of Kenyon College, was begun in 1827 and opened to students in 1829. It was a massive Gothic structure, one hundred sixty feet long and three stories high. The walls were of local sandstone and at the basement story measured four and one-half feet in thickness. The roof carried battlements and pinnacles and was surmounted by a spire one hundred ten feet high containing the old college bell.

Old Kenyon, which was completely destroyed by fire in 1949, was rebuilt in 1949-50. Its exterior is identical with that of the original building.

HANNA HALL is a dormitory opened in December, 1903. The donor was the late Marcus A. Hanna, United States Senator from Ohio, who built Hanna Hall in honor of his wife, Charlotte Augusta Rhodes Hanna.

LEONARD HALL is a dormitory opened to students in September, 1924. The building is the gift of Ohio churchmen "as a tribute of love and devotion to William Andrew Leonard, Fourth Bishop of Ohio, and in reverent memory of his wife," Sarah Louise Sullivan Leonard.

Charles D. Bushnell and Richard C. Manning Halls, twin upperclass dormitories completed in 1966, and named in memory of the grandfather of Pierre Bushnell McBride, alumnus and Trustee of the College, and in memory of Richard Clarke Manning, Benson Professor of Latin, *Emeritus*.

Norton Hall and the David Lewis Memorial Building are twin freshman dormitories erected in 1953. Norton Hall is the gift of the late Lawrence H. Norton, the late Robert C. Norton, and Mrs. Fred R. White, of Cleveland, in memory of their father, David Z. Norton; the David Lewis Memorial Building, of the late Florence E. Lewis Rauh in memory of her husband, David Lewis.

Gund Hall, a freshman dormitory with connecting recreation center for the freshman campus, completed in September 1963, is named for the principal donor, the late Mr. George Gund of Cleveland, a devoted trustee and generous friend of Kenyon for many years.

George Farr, Jr., Hall, completed in 1966, a building for commercial purposes and student housing, named in honor of George Farr, Jr., alumnus and Trustee of the College.

The College Chapel, the Church of the Holy Spirit, was built in 1869 by the Church of the Ascension, New York, as a tribute to its former rector, Bishop Bedell. In 1940 the interior was redecorated through the generosity of Carl R. Ganter, 1899, in memory of his father, R. L. Ganter, D.D., Kenyon 1856, Bexley 1859.

The organ is the gift of Philip H. Herzing of St. Marys, Ohio. It was installed in the Church of the Holy Spirit in 1953 with the aid of gifts of the late Guy H. Buttolph, 1892, and his family; the Class of 1896; and others.

Ascension Hall, which contains lecture and recitation rooms and administrative offices, was built in 1859 from funds provided by members of the Church of the Ascension, New York, in honor of their former rector, Bishop Bedell.

John Crowe Ransom Hall, formerly the Alumni Library built in 1910, has been named in honor of John Crowe Ransom, Carnegie Professor of Poetry, Emeritus, and first editor of *The Kenyon Review*. It houses administrative offices of the College.

Stephens Hall, the gift of James P. Stephens, class of 1859, formerly housed the library stacks but has been converted to administrative offices.

Samuel Mather Science Hall, a gift of the late Henry G. Dalton of Cleveland as a tribute to his senior partner, was occupied in September, 1926.

PHILIP R. MATHER CHEMISTRY BUILDING, dedicated in June, 1962, was named in honor of a devoted trustee and a loyal and generous supporter of the college.

PEIRCE HALL, the College commons, is the joint gift of the late Frank H. Ginn, 1890, and the late William Nelson Cromwell. The cornerstone was laid in 1928. Peirce Hall is named in honor of William Foster Peirce, the fifteenth president of Kenyon College. Incorporated with it is the Philander Chase memorial tower, the gift of the Diocese of Ohio.

DEMPSEY HALL, an addition to Peirce Hall, was completed in 1963. It is named for the late James H. Dempsey, class of 1882 and longtime Trustee of Kenyon, Ernest C. Dempsey, class of 1911 and Trustee of the College, and other members of the Dempsey family, in recognition of their years of service and contributions to the college.

ROSSE HALL, the assembly room, was built in 1831 as the College chapel and was used for this purpose until the construction of the Church of the Holy Spirit in 1869.

THE SPEECH BUILDING is the gift of the late Charles Benjamin Shaffer, a member of the Class of 1883, and was dedicated in October, 1941. The building houses the Hill Theater.

THE SHAFFER SWIMMING POOL, opened in January, 1936, is also the gift of the late Charles Benjamin Shaffer.

THE ALUMNI HOUSE is open throughout the year to provide accommodations for visitors and guests of the College.

THE WERTHEIMER FIELD HOUSE was dedicated in October, 1948, in honor of the late Leo W. Wertheimer of the Class of 1899.

Presently under construction or in the planning stage are the dormitories, dining hall, and social complex for the coordinate college. In addition, a biology building is under construction to expand the science facilities for both colleges. This building will connect with Samuel Mather and Philip Mather Halls and will create a spacious and modern science center. The college's architectural consultants are currently working on the plans for a Fine Arts Center, a major building in the expansion program.

ATHLETIC FIELDS

Benson Field, situated at the foot of College Hill, has an area of about ten acres. It contains a playing field which is circled by a cinder running track. Immediately north of Benson Field are four tennis courts.

Falkenstine Field is located south of the Field House and east of Benson Field and is a combination soccer-baseball field.

McBride Field, a football and lacrosse field constructed north of the field house, honors a loyal and generous trustee of the college.

LIBRARY FUNDS

The income of the following endowment funds is devoted to the purchase of books:

The James P. Stephens Fund, given in 1859 by James P. Stephens.

The Hoffman Fund, established in 1867 by Frank E. Richmond.

The Vaughn Fund, established in 1872 by a bequest of the Rev. J. A. Vaughn, the income from which is used for binding books.

The Klock Fund, established in 1913 by Mrs. Klock in memory of her husband, George F. Klock, 1878.

The Milmine Fund, established in 1924 in memory of Charles E. Milmine, 1885, by his sister, Mrs. Rose Milmine Parsons.

The Roberta and Gordon Chalmers Fund, established in 1950 by a gift of two residents of Knox County and supplemented by gifts of Mr. George E. Frazier, the income from which is used for the purchase of library books suitable for use by the faculty and students.

The Ringwalt Fund, given in 1955 by Earl D. Babst, 1893, for the purchase of books in memory of Ralph Curtis Ringwalt, 1894.

The Manning Fund, established in 1957 by a bequest of Richard C. Manning for the purchase of books in foreign languages.

The Clifton H. Brewer Fund, given by Mrs. Brewer, for the purchase of books in the fields of religious education and liturgies.

The William N. Wyant Library Fund, established in 1964 by a bequest of William N. Wyant, class of 1903 and former Trustee of the College, for the purchase of books beyond those provided for in the regular library budget.

The principal of the following funds is used for designated purchases:

The George E. Frazer Fund, given by George E. Frazer, a trustee of the College, for the purchase of mathematics books and periodicals.

The James M. Osborn Fund, given by James M. Osborn, Hon. '63, for the purchase of biography in the humanities.

COLLEGE CALENDAR
FOR THE ACADEMIC YEAR 1969-70

First Semester, 1969-70

September 4, Thursday	Dormitories Open for New Students
September 6, Saturday	Registration for New Students
September 7, Sunday	Registration for Returning Students
September 8, Monday	Formal Opening of the 146th College Year
	Classes Being for Fall Session
October 11, Saturday	Alumni Homecoming
	Autumn Meeting of the Alumni Council
October 18, Saturday	Autumn Meeting of the Board of Trustees
October 31, Friday	Founders' Day and Matriculation
	Deficiency Report for Freshmen and Students on Probation
November 7, 8 Friday, Saturday	Fall Dance
November 26, Wednesday	Thanksgiving Vacation Begins at 12:00 Noon
December 1, Monday	Classes Resume at 8:10 a.m.
December 13, Saturday	Tentative Grades in Year Course Reported to the Registrar
December 16, Tuesday	Classes End for Fall Session
December 17, Wednesday	Reading Period
December 18, 19, 20 Thursday, Friday, Saturday	Examinations for First Semester Half-Unit Credit Courses

Second Semester, 1969-70

January 12, Monday	Registration for Second Semester Half-Unit Credit Courses
	Classes Resume in Year Courses
January 13, Tuseday	Classes Begin for Half-Unit Credit Courses
February 14, Saturday	Mid-Winter Meeting of the Board of Trustees
March 14, Wednesday	Classes End for the Winter Session
April 1, Wednesday	Classes Begin for Spring Session
April 24, 25 Friday, Saturday	Spring Dance
May 4, Monday	Honors Day
May 7, Thursday	Reading Period Begins for Seniors
May 9, Saturday	Classes End
May 11, Monday	Reading Period Begins for Underclassmen
May 11, 12, 13, Monday, Tuesday, Wednesday	Senior Course Examinations
May 15, 16 Friday, Saturday	Junior Honors Comprehensive Examinations
May 18, Monday	Regular Course Examinations Begin
May 22, 23 Friday, Saturday	Senior Honors Comprehensive Examinations
May 21, 23, 25, Thursday, Saturday, Monday	Senior Pass Comprehensive Examinations
May 28, Thursday	Spring Session Ends
May 30, Saturday	Annual Meeting of the Board of Trustees
	Annual Meeting of the Alumni Council
May 31, Sunday	One Hundred Forty-Second Commencement

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